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ABSTRACT

The teachers' guide for a 4-week, 4-hours-per-day elementary school summer program in French consists of information and suggestions for program implementation and materials for use with students. The introductory section contains a general program description, including broad program objectives for language comprehension, language production, and cultural awareness; notes on target language use; a daily lesson format; miscellaneous suggestions for classroom environment, snacks, supplementary materials, field trips, and visual aids; vocabulary lists; lists of expressions needed for class activities and for general classroom communication, in English and French; a list of basic materials; suggested French records and a booklet; and sample lesson plans for days 1-15. The bulk of the document consists of appended materials, which include reproducible visual aids, suggested cultural activities, song lyrics, story texts, and word search and crossword puzzle worksheets. (MSE)

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An Elementary Foreign Language Summer School Program

Grades K - 8

A Guide for Teachers

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NOUS PARLONS FRANÇAIS

An Elementary Foreign Language Summer School Program

Grades K-8

A Guide for Teachers

Department of Elementary and Secondary Education

Division of Curriculum and Instruction

Milwaukee Public Schools

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PROGRAM DESCRIPTION

This program is designed as an introduction to a second language in a daily four-hour elementary summer school program of four weeks in duration. The lesson plans are a guide to an activity-oriented, communication-based elementary foreign language program using an immersion approach. Detailed plans are given for the first three weeks, with the fourth week reserved for review and culminating activities. The lessons are easily adaptable to other elementary foreign language programs of varying length and duration.

Program Objectives

Comprehension

At the end of the four week program, students will demonstrate aural comprehension of colors, numbers, greetings and other functional expressions by:

- -responding to commands
- -reacting to objects, pictures and flashcards by showing or pointing to them.

Production

At the end of the four week program, students will demonstrate the ability to carry out simple oral communicative interchanges by:

- -verbalizing greetings, leave-takings, and asking permission
- -giving short oral descriptions of objects or pictures, correctly using number words, nouns, and adjectives
- -naming the days of the week
- -describing the weather
- -describing feelings
- -responding to and asking simple questions.

Cultural Awareness

In experiencing the cultural components of this program, the students will appreciate and enjoy the songs, rhymes, games and stories of another culture, and will develop an awareness and appreciation of the similarities and differences between cultures.

Use of the Target Language

In order to achieve the objectives of this program, all instruction is in the second language. No English is spoken to the students by the classroom teacher. The following curriculum and lessons facilitate instruction using the immersion approach. Teachers should assume that students will understand the second language and will find the students comprehending and responding within a very short time. By using repetition, gestures, pictures, realia, puppets and comprehension-based activities such as Total Physical Response (T.P.R.), the children will readily learn the new language entirely through the target language.

Daily Lesson Description

The lessons are divided into the following areas:

Objectives: a general description of objectives to be achieved.

Materials: a list of materials and equipment needed for the listed activities.

Warm Up: activities to begin the class period.

Activities: a suggested sequence of introductory, reinforcement, cultural and closing activities.

Teachers should use their creativity and discretion in using and adapting these lessons and activities to provide an interesting and educational experience for their students.

Miscellaneous Suggestions

Bulletin Board

- --calendar; perhaps including seasons
- --colors and their names
- --clocks showing the beginning and end of the school day as well as recess
- --illustrated alphabet cards
- --numbers and illustrations representing each number
- --different types of weather

Snack Time

A daily snack/rest time is recommended after recess. This provides a good opportunity to introduce names of food and courtesy expressions.

Target Language Books

Books in the target language on display in the classroom.

Field Trips

A field trip to a zoo is recommended during the third or fourth week to reinforce animal vocabulary.

Visuals

Any of the visuals found in the appendices may be cut out and mounted for use on a flannel or magnet board.

The small alphabet, clown, weather and feelings visuals are designed to be cut apart with a paper cutter and may be used as flashcards.

The smaller clown pictures can be cut apart and used a few at a time as masters for teacher-prepared materials.

VOCABULAIRE

Days of the Week	Les jours de la semaine
Sunday	lundi
Monday	mardi
Tuesday	mercredi
Wednesday	jeudi
Thursday	vendredi
Friday	samedi
Saturday	dimanche

The Weather	Le temps
It is sunny.	Il fait du soleil.
It is raining.	Il pleut.
It is cloudy.	Il y a des nuages.
It is stormy.	Il fait un temps orageux.
It is windy.	Il fait du vent.
It is snowing.	Il neige.

L'alphabet

A	un ananas
B	un bateau
C	un crayon
D	un drapeau
E	un éléphant
F	une fleur
G	un gâteau
H	un hippopotame
I	une île
J	une jupe
K	un kangourou
L	un lapin
M	une maison
N	un nez
O	un oiseau
P	un papillon
Q	une question
R	une robe
S	le soleil
T	un téléphone
U	un uniforme
V	un violon
W	un wagon
X	un xylophone
Y	un yo-yo
Z	un zèbre

Colors	Les Couleurs
red	rouge
orange	orange
yellow	jaune
green	vert
blue	bleu
purple	violet
black	noir
brown	brun
white	blanc
pink	rose
gray	gris

Numbers	Les Chiffres
one	un
two	deux
three	trois
four	quatre
five	cinq
six	six
seven	sept
eight	huit
nine	neuf
ten	dix
eleven	onze
twelve	douze
thirteen	treize
fouteen	quatorze
fifteen	quinze
sixteen	seize
seventeen	six-sept
eighteen	dix-huit
nineteen	dix-neuf
twenty	vingt
twenty-one	vingt et un
twenty-two	vingt-deux
twenty-three	vingt-trois
twenty-four	vingt-quatre
twenty-five	vingt-cinq
twenty-six	vingt-six
twenty-seven	vingt-sept
twenty-eight	vingt-huit
twenty-nine	vingt-neuf
thirty	trente
forty	quarante
fifty	cinquante
sixty	soixante
seventy	soixante-dix
eighty	quatre-vingts
ninety	quatre-vingt-dix
one hundred	cent

Classroom Objects	La salle de classe
book	le livre
pencil	le crayon
pen	le stylo
chalk	la craie
chalkboard	le tableau
paper	le papier
crayons	les craies
scissors	les ciseaux
paste	la colle
window	la fenêtre
door	la porte
desk	le pupitre (student)
	le bureau (teacher)
chair	la chaise
table	la table
light	la lumière
floor	le plancher
wall	le mur
flag	le drapeau
wastebasket	la poubelle

Body Parts	Le Corps
head	la tête
arm	le bras
leg	la jambe
hand	la main
foot	le pied
finger	le doigt
toe	l'orteil(m)
knee	le genou, les genoux
shoulder	l'épaule(s) (f)
face	le visage
hair	les cheveux(m)
eye	l'oeil (m)/les yeux
ear	l'oreille (f)
nose	le nez
mouth	la bouche
teeth	les dents (f)

Clothing	Les Vêtements
shirt	la chemise
blouse	la blouse
pants	le pantalon
skirt	la jupe
dress	la robe
shoes	les chaussures (f)
socks	les chaussettes (f)
shorts	le short
sandals	les sandales (f)
glasses	les lunettes (f)
belt	la ceinture
hat	le chapeau
umbrella	le parapluie
coat	le manteau
sweater	le chandail
jacket	le blouson

People/Family	La Famille
Mr.	Monsieur
Mrs.	Madame
Miss	Mademoiselle
boy	le garçon
girl	la jeune fille
man	l'homme (m)
woman	la femme
child	l'enfant (m or f)
children	les enfants
family	la famille
mother	le mère/la maman
father	le père/le papa
daughter	la fille
son	le fils
brother	le frère
sister	la soeur
baby	le bébé
grandfather	le grand-père
grandmother	la grand-mère

House	La Maison
house	la maison
living room	le salon
kitchen	la cuisine
dining room	la salle à manger
bathroom	la salle de bains
bedroom	la chambre (à coucher)
chair	la chaise
table	la table
lamp	la lampe
bed	le lit
dresser	la commode
television	la télévision
radio	la radio
rug	le tapis
curtains	les rideaux (m)

Food	La Nourriture
fruit	le fruit
apple	la pomme
banana	la banane
orange	l'orange(f)
grapes	le raisin
vegetable	le légume
carrot	la carotte
corn	le maïs
lettuce	la laitue
tomato	la tomate
potato	la pomme de terre
meat	la viande
cheese	le fromage
milk	le lait
bread	le pain
cooky	le biscuit
ice cream	la glace
lunch	le déjeuner
plate	l'assiette (f)
cup	la tasse
glass	le verre
fork	la fourchette
knife	le couteau
spoon	la cuillère
napkin	la serviette

Animals	Les Animaux
animal	l'animal(m)
dog	le chien
cat	le chat
bird	l'oiseau(m)
fish	le poisson
rabbit	le lapin
horse	le cheval
cow	la vache
chicken (hen)	la poule
pig	le cochon
duck	le canard
bear	l'ours(m)
elephant	l'éléphant(m)
tiger	le tigre
lion	le lion
monkey	le singe

Places	Les Lieux
farm	la ferme
zoo	le zoo
park	le parc
school	l'école (f)
restaurant	le restaurant
bakery	la boulangerie
grocery store	l'épicerie (f)
butcher shop	la charcuterie/la boucherie
pastry shop	la pâtisserie
candy shop	la confiserie

Feelings and other Expressions	Les Sentiments et Autres Expressions
I am happy.	Je suis heureux (heureuse).
I am sad.	Je suis triste.
I am hungry.	J'ai faim.
I am cold.	J'ai froid.
I am sick.	Je suis malade.
I am proud.	Je suis fièr(e).
I am afraid.	J'ai peur.
I am tired.	Je suis fatigué(e).
I am angry.	Je suis fâché(e).
I am embarrassed.	Je suis gêné(e).

Action Verbs for Clown Visuals

stand up	se lever
stop	arrêter
turn around	se retourner
touch	toucher
shout	crier
whistle	siffler
put, place	mettre/poser
laugh	rire
write	écrire
hug	embrasser
draw	dessiner
tell	dire
count	compter
erase	effacer
scratch	gratter
rub	frotter
sit	s'asseoir
walk	marcher
jump	sauter
point	montrer
open	ouvrir
close	fermer
run	courir
sing	chanter
grasp	empoigner
cry	pleurer
give	donner
hit	frapper

Suggested Daily Activities

Expressions Needed for Activities

Hold hands.	Donnez-vous la main.
Let go of hands.	Lachez les mains.
Make a circle.	Faites un cercle.
Leave a space between yourselves.	Espacez-vous.
Get a partner.	Prenez un partenaire.
Bounce the ball.	Faites rebondir le ballon.
Catch the ball.	Attrapez le ballon.
Roll the ball.	Faites rouler le ballon.
Toss the ball.	Lancez le ballon.
Wait.	Attendez.
Stay standing.	Restez debout.
Stamp your feet.	Tapez des pieds.
Walk.	Marchez.
Walk like a duck, rabbit, etc.	Marchez comme un canard, un lapin, etc.
Run.	Courez.
Hop.	Sautez.
Skip.	Sautillez.
Jump.	Sautez sur un pied.
Put your hands on your: head, waist, shoulders, etc.	Mettez les mains sur la tête, la taille, les épaules, etc.
Clap your hands.	Frappez les mains.

Stand up.	Levez-vous.
Stand up.	Levez-vous.
Sit down.	Asseyez-vous.
Turn around.	Retournez-vous.
Show me.	Montrez-moi.
Touch.	Touchez.
Go to ...	Allez à ...
Come back.	Revenez.
Come here.	Venez ici.
Pick it up.	Ramassez-le.
Bring it here.	Apportez-le ici.
Give it to me (him/her).	Donnez-le-moi (lui).
Move up (forward).	Avancez.
Move back.	Reculez.
Keep going.	Continuez.
Open the door (window).	Ouvrez la porte (la fenêtre).
Close the door (window).	Fermez la porte (la fenêtre).
Stamp your feet.	Tapez les pieds.
Jump.	Sautez.

General Classroom Expressions

Line up.	Mettez-vous en rang.
Stay in line.	Restez en rang.
Raise your hand.	Levez la main.
Lower your hand.	Baissez la main.
Look at this.	Regardez ceci.
Count to	Comptez à ... jusqu'à ...
Whisper.	Chuchotez.
Color this.	Coloriez.
Cut this.	Coupez.
Put your things away.	Rangez vos affaires.
Take off your jacket.	Enlevez votre blouson.
Hang up your jacket.	Accrochez votre blouson.
Get your jacket.	Allez chercher votre blouson.
Put on your jacket.	Mettez votre blouson.
Tie your shoes.	Lacez les lacets.

Where is ....?	Où est ...?
May I use the bathroom?	Est-ce que je peux aller aux toilettes?
May I get a drink of water?	Est-ce que je peux aller boire de l'eau?
I don't understand.	Je ne comprends pas.
I like	J'aime ....
I don't like	Je n'aime pas ....

Basic Materials

Puppets (commercially made, paper plate and stick, paper bag, sock, etc.)
Flashcards (numbers,general vocabulary,colors, Peabody Cards and DLM All Purpose Photo Library)
Construction paper (assorted colors)
Yarn
Crayons and/or markers
Alphabet cards with pictures
Large, blank calendar
Shapes to mark the days
Newsprint
Bean bags
Playground ball(s)
Magazines, catalogs, calendars
Picture-story paper (ruled paper with a space at the top for illustrations) or penmanship paper for journals/booklets/experience stories
Pencils
Scissors
White glue
Sticky tape (various colors)
Laminated colored circles for T.P.R. activities (12 and 6 inch diameter)
Tempera paints or watercolors
Plastic fruits, vegetables, animals (zoo and/or farm)
Sponge numbers and letters
Flannel board and flannel board visuals
Large clock model
Plastic utensils
Paper plates and cups
Records in the target language (see list)
Stories and storybooks in the target language
Wordless picture books
Magnet board and figures
Miscellaneous games, toys and playground equipment for independent play period

Suggested French Records

Best-Loved French Folk Songs
Monitor MFS (397)
Wible Language Institute, Inc.
24 S 8th St.
P.O. Box 870
Allentown, PA 18105

Chansons dans le vent
Les Editions Projets (991-X)
Producteur et distributeur:
Les Editions Projets, Inc.
342, Terrasse Saint-Denis
Montréal, Québec
H2X 1E8

Comment ça va?
par Matt
Muffin Record Company
238 Davenport Rd. #348
Toronto, Ontario
M5R 1J6

Quand tu seras grand
par Matt
Muffin Record Company
238 Davenport Rd. #348
Toronto, Ontario
M5R 1J6

Sing Children Sing: Songs of France
Caedman Records (TC 1600)
UNICEF

Si tu aimes le soleil...
Joan Northcott
Centre d'activités françaises
C.P. 1270
Penetanguishene, Ontario
L0K 1P0

Booklets

Chantons
Gessler Publishing Co., Inc.
New York, N.Y. 10010

SUMMER SCHOOL SAMPLE LESSON PLANS
DAY 1

OBJECTIVES

Students will be able to:

1) Respond to teacher with appropriate greeting.
2) Point to day of the week on calendar.
3) Respond with name when asked "What is your name?" Some children will also say "My name is...".
4) Respond to commands focusing on numbers 0-5.
5) Count from 0-5.
6) Identify numbers 0-5 when not in sequence.
7) Respond to commands focusing on colors (3-4 for grades K-3 and 5-6 colors for grades 4-6).
8) Name several of the colors to which they are able to respond.
9) Associate alphabet letters A-E with objects beginning with these letters.
10) Respond correctly to the following commands, individually and in a group:
    --stand up
    --sit down
    --turn around
    --jump
    --show
    --touch

MATERIALS

1) Puppets or flashcards to teach greetings
2) Construction paper or tag board for name tags
3) Yarn for name tags
4) Crayons or markers
5) Large flashcards for the numbers 0-5 with corresponding number of objects
6) Large number cards for the numbers 0-5
7) Illustrated alphabet cards
8) Strips of colored paper or flashcards for teaching colors
9) Large, blank calendar on a bulletin board with shapes to mark each day

WARM - UP

1) Introduce the program by spending approximately five minutes speaking in the target language, using Total Physical Response; Ex: "Stand up" Sit down" etc., using gestures for the students to follow.
2) After the students have responded to this, give a five to ten minute introduction in English explaining what the students will be learning; that the teacher will speak no English, how they were able to understand, etc.

ACTIVITIES

1) Greet students: "Hello, class. My name is ..."
2) Use puppets to introduce: What is your name? My name is.... Go around the room asking "What is your name?" until all students attempt to answer. Teacher should pronounce children's names in the target language.
3) Pass out name tags for K-3 students. Have students in grades 4-6 make their own name tags using construction paper or tag board and crayons or markers.
4) Sing the greeting song listed in the Cultural Activities Section.
5) Have a large labeled calendar on a bulletin board. Point to the day and date, repeating several times.
6) Have a student place an object (Ex: apple, weather symbol etc.) on the calendar.
7) Teach "Days of the Week" song (See Cultural Activities Section.) (optional).
8) Introduce the numbers 0-5 using number flashcards with numerals and corresponding number of objects, and/or numbers for Total Physical Response Activities, Appendix B.

Recess
Snack. Use this opportunity to teach "please" and "thank you."
Songs/Games/Rhymes/Story (See Cultural Activities Section.)

9) Introduce the letters A-E; practice letters and sounds with students. Introduce names of objects beginning with each letter using alphabet cards from Appendix B.
10) Place number cards on the floor and have the children move from one number to another on command.
11) Introduce colors using strips of colored paper or flashcards. Have students stand if they're wearing a given color; point to the color.
12) Have the students point out or pick up objects of a given color on command.
13) Teach vocabulary/actions using Total Physical Response.
14) Sing farewell song.

SUMMER SCHOOL SAMPLE LESSON PLANS
DAY 2

OBJECTIVES

Students will be able to:

1) Respond to commands involving the numbers 0-10.
2) Count from 0-10.
3) Identify numerals 0-10 when not in sequence.
4) Associate alphabet letters F-K with objects beginning with these letters.
5) Respond to commands involving classroom objects (3-5 for grades K-3; 5-7 objects for grades 4-6).
6) Name several of the objects they are able to identify.
7) Respond correctly to the following commands, individually and in a group:
    - --pick it up
    - --bring it here
    - --give it to me

MATERIALS NEEDED

1) Flashcards for numbers 0-10
2) Newsprint and crayons for "number books"
3) Construction paper and markers for labeling classroom objects
4) Classroom Object Worksheet 1, page 67

WARM-UP

1) Review greetings by handing out name tags stating students' names and asking, "Where is...?"
2) Review numbers holding up objects and asking, "How many...?"
3) Review days by putting date on the calendar.
4) Review letters and sounds A-E.
5) Review colors asking, "Is this red?" Student responds yes or no. "Stand up if you are wearing ..."

ACTIVITIES

1) Have students practice greetings by using puppets, singing the greeting song, and by greeting each other.
2) Introduce numbers 6-10 using the same method as Day 1.

3) Put flashcards 0-10 on the floor and have students throw bean bags onto the numbers. The student then calls out those two numbers and adds them together. (Grades 4-6) For grades K-3 students, simply have one student throw a bean bag on a number and ask another student to tell what that number is. Have students move from one number to another on command.
4) Introduce classroom objects. Name and label objects using T.P.R.
5) Introduce letters F-K. Practice letters and sounds by repeating several times. Introduce names of objects beginning with each letter.

Recess
Snack. Name the food; ask for the color of the food, etc.
Songs/Games/Rhymes/Story. Example: "Ten Little Children" listed in Cultural Activities section.

6) CLASSROOM OBJECTS: Ask students to show you an object. Ex.: "Show us the door." The student gets up and goes to the door. As they begin to speak and their vocabulary develops, they may say, "This is the door." Eventually, colors of objects may also be given. Use Classroom Activity Sheet 1 for reinforcement if desired.
7) NUMBERS: Have students begin a "number book". Have each student write the number and word on a piece of newsprint, and draw the corresponding number of objects for numbers 0-5. (optional)
8) Have students find things in the classroom that are a given color. Ex.: "Show me something that is red."
9) Have copies of alphabet sheets from supplement for each student. Pass out one letter at a time. Teach the name of the illustration with its article. Ex.: the tree. Make a booklet. (optional)
10) COLORS: Have children make a color book by stapling several pages of newsprint together. Have them make a colorfully illustrated cover. On each page they will paste a sentence strip which gives the color word in a simple sentence. Ex.: This is red, etc. Then they will draw something that is that color. (optional)
11) Teach vocabulary/actions using T.P.R.
12) Have students play "Simon Says" with Simon saying, "Whoever is wearing red, stand up" , etc.
13) Review material from Days 1 and 2.
14) Farewell song

SUMMER SCHOOL SAMPLE LESSON PLANS
DAY 3

OBJECTIVES

The students will be able to:

1) Respond with another child's name when asked by the teacher "What is his/her name?"
2) Respond to commands focusing on numbers 0-10.
3) Count from 0-10.
4) Identify numerals 0-10 when not in sequence.
5) Associate alphabet letters F-P with objects/pictures beginning with these letters.
6) Associate the phrases "It is sunny," and "It is raining" with corresponding pictures.
7) Respond to commands involving classroom objects.
8) Name several of the objects they are able to identify.
9) Respond correctly to the following commands, individually and in a group:
    - --go to
    - --move up
    - --move back
    - --open the door(window)
    - --close the door(window)

MATERIALS

1) Newsprint and crayons for number book
2) Greetings Activity Sheet 1, page 51, to review greetings
3) Writing paper
4) Magazines or Weather pictures (see appendix) for daily booklet (if desired)
5) Puppets
6) Alphabet cards with pictures
7) Flag Activity Sheet

WARM-UP

1) Sing greeting song.
2) Review greetings.
3) Review numbers 0-10.
4) Review objects in the room by asking questions about those objects. Ex: how many? what color? etc.
5) Review letters A-K and their sounds.
6) Review calendar.

ACTIVITIES

1) Review greetings using Greeting Activity Sheet 1.
2) Introduce "His name is... her name is..." to students using puppets to introduce this concept. Ask "What is his/her name?" pointing to children in class.
3) Introduce weather expressions "It is sunny" and "It is raining."
4) To reinforce weather and date, have students write the date and current weather and illustrate them. Ex.: Today is Monday, June 29, 19__. It is sunny and warm. Have students keep these in a booklet.
5) Teach vocabulary/actions using T.P.R.
6) Introduce letters L-P and their sounds. Introduce objects beginning with these letters.

Recess
Snacks
Songs/Games/Rhymes/Story (See Cultural Activities section)

7) Continue reinforcing alphabet with Alphabet Cards, naming the object and its article. Add to the booklet.
8) Review previously introduced classroom objects using T.P.R. Introduce additional classroom objects using the same method as Day 2.
9) Have students add numbers 6-10 to number book.
10) Use number reinforcement activities from Days 1 and 2. (optional)
11. Use Flag Activity Sheet found in the Cultural Activities section.
12) Allow 15-20 minutes for students to do independent activities with colors, numbers, puppets, etc.
13) Farewell song.

SUMMER SCHOOL SAMPLE LESSON PLANS
DAY 4

OBJECTIVES

Students will be able to:

1) Identify pictures of or make facial expressions representing the feelings "I'm happy" and "I'm sad."
2) Respond to commands focusing on number 11-15.
3) Count from 0-15.
4) Identify numbers 0-15 when not in sequence.
5) Associate the expressions "It is cloudy" and "It is stormy" with the corresponding pictures.
6) Respond correctly to the following commands, individually and in a group:
    - --clap your hands
    - --stamp your feet
    - --put your hands on your head, shoulders, waist, knees
7) Respond orally to the question, "What is the weather like today?" by using at least one weather expression.

MATERIALS

1) Puppets
2) Weather pictures from Appendix B
3) Newsprint, pencils, and crayons
4) Records with songs in target language
5) Classroom Object Activity Sheets 1 and 2, pages 67-68
6) Feelings Illustrations

WARM-UP

1) Greeting song.
2) Review greetings by shaking each student's hand while greeting them. Have the students greet each other.
3) Have a student put the date on the calendar. Repeat the day and date several times. (Eventually the students will be able to state the date.)
3) Review previous weather expressions. Introduce "It is cloudy" and "It is stormy."

ACTIVITIES

1) Have students continue with their daily weather/date booklet.
2) Using puppets, greet the children by shaking their hands and asking, "How are you?" Use stick puppets with various expressions showing, "I'm happy, I'm sad," etc.
3) Have students draw their faces reflecting "I'm happy" or "I'm sad" on a circle of paper or paper plate. A popsicle stick can be attached to the reverse to make a puppet. If teacher desires, students can copy the appropriate phrase on a strip of paper and glue to the puppet.
4) Review previously introduced classroom objects and colors by having students point out, pick up, touch, etc., various classroom objects.
5) Review numbers 0-10. Introduce numbers 11-15. Have students add 11-15 to their number books.

Recess
Snack
Songs/Games/Rhymes/Story

6) Use number reinforcement activities from Days 1-3.
7) Review letters and sounds A-P with students.
8) Teach vocabulary/actions listed in Objectives section using T.P.R.
9) Review colors, perhaps with a song or game.
10) Allow 15-20 minutes for independent activities.
11) Use Classroom Object Activity Sheets 1 and 2. (optional)
12) Use Color Activity Sheet 1, page 55. (optional)
13) Farewell song.

SUMMER SCHOOL SAMPLE LESSON PLANS
DAY 5

OBJECTIVES

The students will be able to:

1) Associate pictures of or make facial expressions of the expressions "I'm angry" and "I'm sick."
2) Respond to such questions as "Are you happy?" and "Are you angry?" in the affirmative by using the appropriate memorized utterance.
3) Associate the phrases "It is snowing" and "It is raining" with the corresponding pictures.
4) Respond orally to the question "What is the weather like?" by using one or more of the previously introduced weather expressions.
5) Respond to commands focusing on classroom objects.
6) Name several of the classroom objects they are able to identify.
7) Associate alphabet letters Q-T with objects beginning with these letters.

MATERIALS

1) Weather pictures from Appendix B
2) Construction paper "fish" for number/color reinforcement
3) Bean bags and large number cards
4) Illustrated alphabet cards
5) Color Activity Sheet 2, page 56
6) Classroom Objects Activity Sheets 3-4, pages 68-69

WARM-UP

1) Greeting song.
2) Review basic greetings by greeting students and by having students greet each other.
3) Review calendar by asking who was absent the previous day and today. Have a student place the date on the calendar.
4) Review previously introduced weather expressions. Introduce "It is snowing" and "It is windy."

ACTIVITIES

1) Have students add to their daily date and weather booklet.
2) Review numbers 0-15 by having students bring or show a given number of objects, or by having them jump, hop, turn, etc. a given number of times.
3) Review letters A-P. Introduce letters Q-T using alphabet cards, sounds and vocabulary.
4) Introduce additional classroom objects by showing the students the objects, repeating the name several times, asking students to point to, touch the objects, etc.
5) Independent activity period.
6) Teach vocabulary/actions using T.P.R.

7) Have students toss bean bags onto number squares, as on Day 2.

Recess
Snack
Songs/Games/Rhymes/Story

8) Have children sit in a circle and pass around a box which contains colored paper fish. At the "stop" signal, the one who is holding the box must draw out a fish and tell what color it is. (This can be expanded to reinforce numbers as well as colors by having a number printed on each fish. Have the student give the color and the number.) If the student gives the correct information he/she keeps the fish.
9) Have the students continue with alphabet cards, adding to their booklets.
10) Have students play "Color Pompom." (outdoors) One student is "it" and stands in the middle of a designated area. He/she calls out a color. Anyone wearing that color must run across the "field" to the free space at the other end. When tagged by the person who is "it", each person must help tag the others. The first person caught is "it" next. (optional)

11) Use Color Activity Sheet 2 to reinforce colors. (optional)

12) Have children make any of the following: fish with colored stripes; dogs with spots, flowers with many petals, rainbows, robots with parts, clown with balloons, spaceships, etc., to reinforce colors.

13) Continue with previously listed reinforcement activities for classroom objects. Use Classroom Objects Activity Sheets 3-4 as well as realia.
14) Farewell song.

SUMMER SCHOOL SAMPLE LESSON PLANS
DAY 6

OBJECTIVES

Students will be able to:

1) Respond to commands focusing on numbers 16-20.
2) Count from 0-20.
3) Identify the numbers 0-20 when not in sequence.
4) Associate alphabet letters U, V, W, with objects beginning with these letters.
5) Respond to commands identifying body parts.
6) Name several of the body parts which they are able to identify.

MATERIALS

1) Weather pictures found in Appendix B
2) Newsprint for number book
3) Colored construction paper, scissors, glue, and crayons for number reinforcement activity
4) Number Activity Sheet 1, page 61
5) Color Activity Sheet 3, page 57

WARM-UP

1) Greeting song.
2) Greet students and have them greet each other, asking "How are you?" etc.
3) Review calendar and date by asking who is absent, etc., as on previous days.
4) Have a student place the date on the calendar.

ACTIVITIES

1) Discuss the weather and date with the students.
2) Have students add to their weather booklets.
3) Teach the numbers 16-20 in the same manner as with the previous numbers. Add to the number booklet.
4) Introduce parts of the body using T.P.R.
5) Play "Simon Says" with body parts. Ex: Simon says, "Touch your nose."
6) Teach U,V,W using previous methods.
7) Review classroom objects using T.P.R.

8) Using crayons or paints, demonstrate the making of secondary colors. (Older students can mix the paint themselves.) Have the students complete Color Activity Sheet 3 by coloring the color wheel and filling in the blanks. (Grades 4-6) Complete the color wheel together with K-3 students.
9) To teach vocabulary/actions using T.P.R.
10) Have the students add to their alphabet booklets. (optional)
11) Use Number Activity Sheet 1. (optional)
12) Play "What's Missing?" Place 5 or 6 classroom objects on a tray or table. Have the students look at them for a few minutes. The students close their eyes while one object is removed. The students then open their eyes and guess which object is missing.
13) Use a commercial "Twister" game to reinforce colors. (optional)
14) Farewell song.

SUMMER SCHOOL SAMPLE LESSON PLANS
DAY 7

OBJECTIVES

The students will be able to:

1) Respond to commands identifying family members vocabulary.
2) Name several of the terms for family members which they are able to identify.
3) Respond to simple questions involving family members vocabulary.
4) Respond to T.P.R. commands involving identification of body parts.
5) Name several of the body parts which they are able to identify.
6) Identify/associate the names of 2-3 months with corresponding pictures.
7) Name one or more month they are able to identify.

MATERIALS

1) Colored paper
2) Family Activity Sheet 1, page 93; puppets or pictures of family members
3) Commercial calendar or pictures representing months

WARM - UP

1) Greeting song.
2) Greet class; review by taking attendance and having students greet each other.
3) Review numbers by "counting off" around the room.
4) Review colors by asking each student to point out something he/she is wearing and give its color.
5) Have a student place the date on the calendar.

ACTIVITIES

1) Review weather expressions by discussing the day's weather. Have the students add to their weather booklet.
2) Review previously introduced body parts by playing Simon Says, using T.P.R., or singing a body parts song.
3) Introduce additional body parts using T.P.R.
4) Review previously introduced classroom objects using T.P.R.
5) Introduce additional classroom objects by showing the students the objects, repeating the name several times, asking students to point to, touch the objects, etc.

Recess
Snack
Songs/Games/Rhymes/Story

6) Introduce family members using Family Activity Sheet 1, puppets or pictures.
7) Begin introducing the months of the year using a commercial calendar or pictures representing months.
8) Play Tic-Tac-Toe as a whole class activity. On the board draw a grid with numbers:

4	17	3
10	1	2
19	5	14

Divide the class into two teams assigning the teams an X or an O. The captain of each team points to a number, and one member from his/her team must correctly say the number. If the answer is correct, the captain places his/her X or O on the number. Teams alternate turns. In case of error, the turn is forfeited. The winner is determined as in Tic-Tac-Toe.

Variation: Cover the numbers with colored squares. The captain or a team member first names a color, then the teacher or a student lifts the color. The team must correctly identify the number. If the answer is correct, an X or an O is placed in that square.

9) Make a booklet or a bulletin board display illustrating the months of the year.
10) Teach vocabulary/actions using T.P.R.
11) Independent activities.
12) Farewell song

SUMMER SCHOOL SAMPLE LESSON PLANS
DAY 8

OBJECTIVES

The students will be able to:

1) Respond to commands identifying the numbers 0-30.
2) Count from 0-30.
3) Identify numbers 0-30 when not in sequence.
4) Respond to commands identifying body parts.
5) Name several of the body parts which they are able to identify.
6) Respond to commands identifying classroom objects.
7) Name several of the classroom objects to which they are able to respond.
8) Respond to commands identifying zoo animals.
9) Name several of the animals they are able to identify.
10) Respond to simple questions such as "Which animal is black?" by naming the correct animal.

MATERIALS

1) Drawing paper
2) Newsprint, crayons, pencils
3) Colored strips of paper
4) Classroom Objects Activity Sheet 5, page 71

WARM - UP

Repeat daily warm-up activities.

ACTIVITIES

1) Review weather expressions by discussing the day's weather. Have the students add to their weather booklets.
2) Introduce letters and sounds for X,Y, and Z using alphabet cards, sounds and vocabulary.
3) Sing the Alphabet song.
4) Review body parts by playing Simon Says. Introduce additional body parts using T.P.R.
5) Reinforce body parts by having the students draw a person (or a monster) on command. Ex: Draw a head. Draw two eyes. etc. Colors may also be reinforced by stating a specfic color to be used.
6) Teach vocabulary/actions using T.P.R.

   Recess
   Snack
   Songs/Games/Rhymes/Story

7) Review the family; have the students attempt to tell about their families. Ex: How many brothers, sisters, etc.
8) Have the students draw their family on command, labeling the family members.
9) Introduce zoo animals using pictures, plastic animals, etc.

10) Make an animal booklet illustrating the introduced animals.(Optional)
11) Review and introduce classroom objects using T.P.R.
12) Use Classroom Objects Activity Sheet 5 to review.
13) Review colors; play "Pompon," "Color Tag," etc.
14) Review months of the year using a calendar, pictures, etc.
15) Continue with the illustration of the months of the year.
16) Independent activities.
17) Farewell song.

SUMMER SCHOOL SAMPLE LESSON PLANS
DAY 9

OBJECTIVES

The students will be able to:

1) Respond to commands identifying numbers 31-40.
2) Count from 0-40.
3) Identify the numbers 31-40 when not in sequence.
4) Respond to commands identifying 4 or 5 domestic and/or farm animals.
5) Name several of the animals they are able to identify.
6) Respond to simple questions such as, "Who has a cat?" or "Which animal jumps?"
7) Respond to commands identifying body parts vocabulary.

MATERIALS

1) Drawing paper, black yarn or strips of paper
2) Paper bags for family member puppets
3) Animal Activity Sheets 1-3, pages 109-111

WARM-UP

Daily warm-up activities.

ACTIVITIES

1) Review classroom objects using previously listed activities.
2) Students can play "Doggie, doggie, where's your bone?" Choose one student to be the "Doggie." That student sits in the front of the classroom with his/her back to the class. Have another student take a chalkboard eraser and hides it somewhere in the classroom. (Part of the erase should be showing.) Next, have the "Doggie" find the bone. The other students may help the "Doggie" by saying "hot" as the "Doggie" nears the bone; "cold" as the "Doggie" moves away from the bone.
3) Review alphabet and sounds. Use objects beginning with each sound (from the booklet) in a simple sentence. Ex: "This is a tree."
4) Display pictures of family members to practice vocabulary. Remove one picture and ask, "Who's missing?"
5) Review family members using previously listed activities.
6) Have students make paper bag puppets representing people/family members. They may use the puppets to interview one another.

Recess
Snack
Songs/games/rhymes/story

7) Continue adding to the body (monster) picture. (See Day 8, Activity 5.)
8) Review zoo animals. Introduce farm animals using pictures, plastic animals, etc., using previously listed methods.
9) Have the students make animal cages and draw the animals inside. "Bars" can be added by gluing yarn on the "cages." This activity can be used for a bulletin board display and the students can visit the "zoo."
10) Review numbers using previously listed activities. Introduce numbers 31-40 using previously listed methods.
11) Draw a large tree on the chalkboard. At the end of each branch put a box containing the word for a number. Have students total the number of leaves or add two leaves together to see who can reach the total first. For K-3 students, have the students read the number and write the corresponding numeral. This can be a team game, and number words can be changed for variation.
12) Teach vocabulary/actions using T.P.R.
13) Three Bears booklet. Tell the story of the Three Bears stressing size and color.
14) Farewell song.

SUMMER SCHOOL SAMPLE LESSON PLANS
DAY 10

OBJECTIVES

The students will be able to:

1) Respond to commands including numbers 41-50.
2) Count from 0-50.
3) Identify numbers from 0-50 when not in sequence.
4) Respond to commands involving names of fruit.
5) Name several of the fruits which they are able to identify.
6) Respond to simple questions such as "Which fruit is yellow?" "Do you like bananas?"
7) Respond to commands involving articles of clothing.
8) Name several of the articles of clothing which they are able to identify.
9) Answer simple questions based on articles of clothing, such as: "What color is your sweater?" "What are you wearing today?

MATERIALS

1) Animal Activity Sheet 4, page 112
2) Food Activity Sheet 1, page 99
3) String, construction paper, scissors
4) Kraft paper, markers
5) Pictures of people doing things.(from magazines,newspapers,etc.)
6) Family Activity Sheet 2, page 95
7) Clothesline and clothespins (Teddy Bear paper doll cut-outs found in Appendix may be used.)

WARM - UP

Daily warm - up activities.

ACTIVITIES

1) Introduce fruits using plastic fruits, pictures, etc.
2) Play the "What's Missing" game with plastic fruit.
3) Make a set of cards for several fictional families-- one card per family member. Mix the cards and give one to each student. The students must find the rest of their family by asking questions. Ex: "Are you a parent? child? What's your name?"
4) Review numbers 0-40. Introduce the numbers 41-50 using previous methods.
5) Play "Buzz." Have the students sit in a circle. Each student counts one number in sequence. With each multiple of three, the child says "buzz" or the word in the target language, instead of the number. This game may also be played with other multiples.

6) Review classroom objects using previously listed activities.

   Recess
   Snack
   Songs/Games/Rhymes/Story

7) Make a graph on a large piece of kraft paper showing the eye color, hair color, etc., of the students in the class.
8) Introduce articles of clothing using pictures, realia, T.P.R. This is also a good opportunity to reinforce colors.
9) Put up a clothesline in the front of the room and have students hang up or remove clothing from the line, on command.
10) Review the alphabet and sounds for each letter using previously listed activities.
11) Review the body parts by singing "Head,Shoulders,Knees and Toes" and/or the "Hokey Pokey" listed in the Cultural Activities section.
12) Students may bring in family photos and present them to the class, practicing basic vocabulary.
13) Review family members using Family Activity Sheet 2.
14) Review farm and zoo animals using previously listed activities.
15) Continue with the Three Bears booklet.
16) Use Animal Activity Sheet 4 for review. (optional)
17) Use Food Activity Sheet 1 for review. (optional)
18) Farewell song.

SUMMER SCHOOL SAMPLE LESSON PLANS
DAY 11

OBJECTIVES

Students will be able to:

1) Respond to commands identifying common objects and places found in and around school.
2) Name several of the objects and places they are able to identify.
3) Respond appropriately to the question, "How old are you?"
4) Ask the question, "How old are you?" of other students.
5) Respond to commands identifying the words "boy, girl, man, woman."
6) Name several of the terms, "boy, girl, man, woman," which they are able to identify.
7) Respond to commands identifying clothing and accessory items.
8) Name several of the clothing and accessory items they are able to identify.
9) Respond to commands identifying names of fruit.
10) Name several of the fruits which they are able to identify.
11) Respond appropriately, in simple terms, to questions such as, "What color is the pear?" and "Who is wearing a red shirt?"

MATERIALS

1) Construction paper, strips of paper, crayons
2) Cut-outs of family members, hanger or dowel rods
3) Animal Activity Sheets 5, 6, and 7, pages 113-115
4) Clothing Activity Sheets 1 and 2, pages 85-86
5) Food Activity Sheet 5, page 103
6) Newsprint
7) Fruit for making a fruit salad

WARM-UP

Daily warm-up activities.

ACTIVITIES

1) Introduce "How old are you?" "I am ____years old." Use the birthday song.
2) Have the students draw their own birthday cake and cut out strips of paper to place as candles on the cake.
3) Review alphabet and names of objects beginning with appropriate letters/sounds as on previous days.
4) Have students attempt to identify beginning letter of acquired vocabulary. Ex: Point to a table and have the students identify the initial letter "t."
5) Review classroom objects using previously listed activities.
6) Introduce "boy, girl, man, woman," using students, puppets, pictures, etc.
7) Review animals using previously listed methods and activities.

8) Pantomime animals on command or choose a card with an animal name/picture, and pantomime that animal for the other students to guess. Have the students take turns pantomiming, as well.

Recess
Snack. Make a fruit salad in the classroom, having students bring in various pieces of fruit. Enjoy the salad while reviewing and introducing vocabulary terms for fruit, food and utensils. The recipe for the salad could be written on the chalkboard.

9) Use Animal Activity Sheets 5, 6, and 7. Have students make puzzles by mounting the cat, bear, or fish picture on tagboard. They can exchange completed puzzles with their classmates.
10) Review numbers using previously listed activities.
11) Reinforce body parts using previously listed methods and activities. Ex: "Simon Says." Have students take the part of "Simon."
12) Review family members by using previously listed methods.
13) Have students make a family mobile using a clothes hanger or a dowel rod as a base.
14) Review clothing and accessory vocabulary using previously listed activities. Introduce additional clothing and accessory items using visual aids and realia. Use Clothing Activity Sheets 1 and 2 to reinforce.
15) Use Food Activity Sheet 5. Use the apple worksheet as a cover for a fruit and vegetable booklet. Students can draw and label a picture on each page. (optional)
16) Give students a clothing booklet made of newsprint pages stapled together. The booklet could be in the shape of an article of clothing (shoe, T-shirt). Have students copy simple sentences from the chalkboard--one per page--relating to the clothing vocabulary. (Here is a sock; This is a shoe...) (optional)
17) Farewell song.

SUMMER SCHOOL SAMPLE LESSON PLANS
DAY 12

OBJECTIVES

Students will be able to:

1) Respond to commands identifying animals.
2) Name several of the animals which they are able to identify.
3) Respond in simple terms to questions focusing on animals.
4) Respond to commands identifying additional food items.
5) Name several of the food items which they are able to identify.
6) Respond in simple terms to questions focusing on food items.

MATERIALS

1) Food Activity Sheets 2-4, pages 100-103
2) Magazines to be cut up for pictures of food
3) Newsprint for booklets

WARM - UP

Daily warm - up activities.

ACTIVITIES

1) Introduce common vegetables using plastic vegetables, pictures, etc.
2) Use commercial Bingo game to review numbers.
3) Play game "I'm thinking of a person who is wearing..." Have the students try to guess who the person is
4) Teach vocabulary/actions using T.P.R.
5) Use Food Activity Sheets 2-4 for reinforcement.
6) Make flashcards from worksheet pictures or magazines to practice vocabulary for foods.

Recess
Songs/Games/Rhymes/Story

7) Use recipes in the Cultural Activities Section to prepare a culturally authentic dish.
8) Continue with animal booklet. (optional)
9) Add to clothing booklet. (optional)
10) Use any of the previously listed reinforcement activities for the alphabet, numbers, classroom objects, body parts, colors, family, greetings.
11) Independent activities.
12) Farewell song.

SUMMER SCHOOL SAMPLE LESSON PLANS
DAY 13

OBJECTIVES

Students will be able to:

1) Respond to commands identifying additional clothing and accessory items.
2) Name several of the clothing and accessory items they are able to identify.
3) Respond in simple terms to questions focusing on clothing and accessory items.
4) Respond to commands identifying additional food items.
5) Name several of the food items they are able to identify.
6) Respond in simple terms to questions regarding the color, size, and shape of food items.
7) Respond to commands identifying place setting items, such as eating utensils and dishes.
8) Name several of the place setting items they are able to identify.
9) Respond in simple terms to questions involving eating utensils.
10) Respond to commands identifying terms for rooms and features of houses.
11) Name several of the terms for rooms and features of houses which they are able to identify.
12) Respond appropriately to simple questions using vocabulary for houses and rooms.

MATERIALS

1) Clothing Activity Sheet 3, page 87
2) Commercially prepared paper dolls, or Teddy Bear paper dolls
3) Food Activity Sheets 6 and 7, pages 104-105
4) Plastic utensils, paper plates
5) House Activity Sheet 2, page 80

WARM-UP

Daily warm-up activities.

ACTIVITIES

1) Use any of the previously listed activities to reinforce acquired vocabulary.
2) Use flashcards, vocabulary cards to introduce and reinforce additional foods.
3) Have students bring in plastic utensils, paper plates, etc., to make a table setting. Have the students set the table on command.
4) Use Clothing Activity Sheet 3.

5) Use commercially prepared paper dolls or Teddy Bear paper dolls in order to reinforce clothing vocabulary.

Recess
Songs/Games/Rhymes/Story

6) Use Food Worksheets 6 and 7 to reinforce.
7) Use recipe from the Cultural Activities section to prepare a culturally authentic dish.
8) Students review vocabulary for table setting by actually preparing the table for a taste of the authentic dish.
8) Use Furniture Activity Sheet and pictures to introduce furniture and household items.
9) Have the students make a "house book." Each page in the booklet can be a room and they can draw and label the articles that go in each room. Discuss the vocabulary. Use House Activity Sheet 2 as a cover.
10) Use activities from the Cultural Activities section, such as songs, dances, art projects, etc.
11) Farewell song.

SUMMER SCHOOL SAMPLE LESSON PLANS
DAY 14

OBJECTIVES

The students will be able to:

1) Respond to commands identifying additional vocabulary for family and people.
2) Name several of the terms for family and people which they are able to identify.
3) Respond in simple terms to questions involving vocabulary for family and people.
4) Describe other students in terms of size, hair color, and color of eyes.
5) Respond to commands identifying additional vocabulary for food items.
6) Name several of the food items which they are able to identify.
7) Respond in simple terms to questions involving food items.
8) Describe one or two food items in terms of size, color and shape.
9) Respond to commands involving animals.
10) Name several of the animals they are able to identify.
11) Respond in simple terms to questions regarding the size, color, and sounds of animals.
11) Describe one or two animals in terms of size, color, sound, and habitat.
12) Respond to commands identifying additional vocabulary for house and furniture.
13) Name several of the rooms and household items they are able to identify.
14) Describe in simple terms household items, focusing on color, size, shape and location.

MATERIALS

1) Drawing paper, crayons
2) Construction paper
3) Shoe boxes
4) House Activity Sheets 2 and 3, pages 80-81
5) Fruits, vegetables, etc., for tasting party
6) Clothing Activity sheet 4, page 88
7) Large outline of a house for group instruction. (Or a transparency of House Activity Sheet 2 for an overhead projector)

WARM-UP

Daily warm-up activities.

ACTIVITIES

1) Use reinforcement activities from previous days to review and reinforce introduced material.
2) Discuss animal sizes, colors, sounds, etc.
3) Make zoo dioramas using shoeboxes in which home-made or plastic animals may be placed.
4) Teach vocabulary/actions using T.P.R.
5) Add to clothing and accessories booklets. (optional)
6) Introduce rooms of a house using dollhouse, pictures, or flashcards.

Recess
Songs/games/rhymes/story

7) Review foods previously introduced using any of the previously mentioned activities.
8) Have students make up skits with the family members.
9) Set up a play restaurant in the classroom with menus. Use pictures of food and the name of the food on the menu. Have students role-play this activity and give the bill in the second language.
10) Have the students make and decorate their own place mats to be used for an in-class eating activity.
11) Bring in (or have students bring in) foods to reinforce vocabulary, and have a tasting party.
12) Use House Activity Sheet 3 to reinforce rooms and furniture. Have the students point to, tell where specific items are found.
13) Use House Activity Sheet 2 and have the students place pictures cut from magazines/catalogs in the appropriate room. Or, have a large model for group instruction. Have the students place pictures in the appropriate rooms, on command.
14) Use activities from the Cultural Activities section such as songs, dances, art projects, etc.
15) Farewell song.

SUMMER SCHOOL SAMPLE LESSON PLANS
Day 15

OBJECTIVES

The students will be able to:

1) Identify additional clothing and accessory items by responding to commands.
2) Name several of the clothing and accessory items which they are able to identify.
3) Respond in simple terms to questions about clothing and accessories.
4) Respond to commands identifying additional food items.
5) Name several of the food items to which they are able to respond.
6) Respond in simple terms to questions regarding food.
7) Respond to commands identifying additional household items.
8) Name several of the additional household items to which they are able to respond.
9) Respond in simple terms to questions regarding the size, shape, color and location of household items.
10) Respond to commands identifying places such as store, school, church, yard, library, etc.
11) Name several of the places they are able to identify.
12) Respond in simple terms to questions regarding places.
13) Respond to commands identifying one or two seasons of the year.
14) Name one or two of the seasons they are able to identify.
15) Respond appropriately, in simple terms, to questions about seasons such as "Is it hot in winter?" and "Is it sunny in spring?"

MATERIALS

1) Clothing Activity Sheet 1, page 85
2) Places Activity Sheet 1, page 118
3) Drawing paper
4) Kraft paper

WARM - UP

Daily warm - up activities.

ACTIVITIES

1) Use reinforcement activities from previous days to review and reinforce previously introduced material.
2) Show pictures of different kinds of house activities. Have students name the rooms in which they occur.
3) Introduce the seasons of the year using pictures, calendars, etc.
4) Reinforce the seasons by having the students pantomime activities appropriate to that season. Ex: Winter-- the student could pantomime making a snowman. The names or illustrations of the seasons could be written on cards as cues to the students.
5) Finish zoo dioramas.
6) Use pictures from magazines or photographs to introduce various local places. Ex: stores, school, church, restaurants, etc.

7) Teach vocabulary/actions using T.P.R.
8) Mark "rooms" on the classroom floor with masking tape. Have the students demonstrate activities in the appropriate rooms. Ex: sleeping, eating, etc.

Recess
Snacks
Songs/Games/Rhymes/Story

9) Use Clothing Activity Sheet 4.
10) Draw a closet and a dresser on the chalkboard or make a large poster out of kraft paper. Show students pictures or actual articles of clothing and have them indicate where the clothing would be kept--in the dresser or in the closet.
11) Have a fashion show for intermediate students. Choose one person as the moderator and have that person say simple sentences about each model. Change moderators to give other students an opportunity to practice the vocabulary.
12) Have the students draw a floor plan for their own house or bedroom. They should include the furniture etc. found there. They may then describe their floor plan to the class.
13) Use Clothing Activity Sheet 5, page 89 (this is a picture of a storefront window.) Have the students cut out pictures of clothing from magazines or catalogs and paste them in the store window. They can label the articles of clothing and present their "stores" to the class.
14) Use activities from the Cultural Activities section such as songs, dances, art projects, etc.
15) Farewell song.

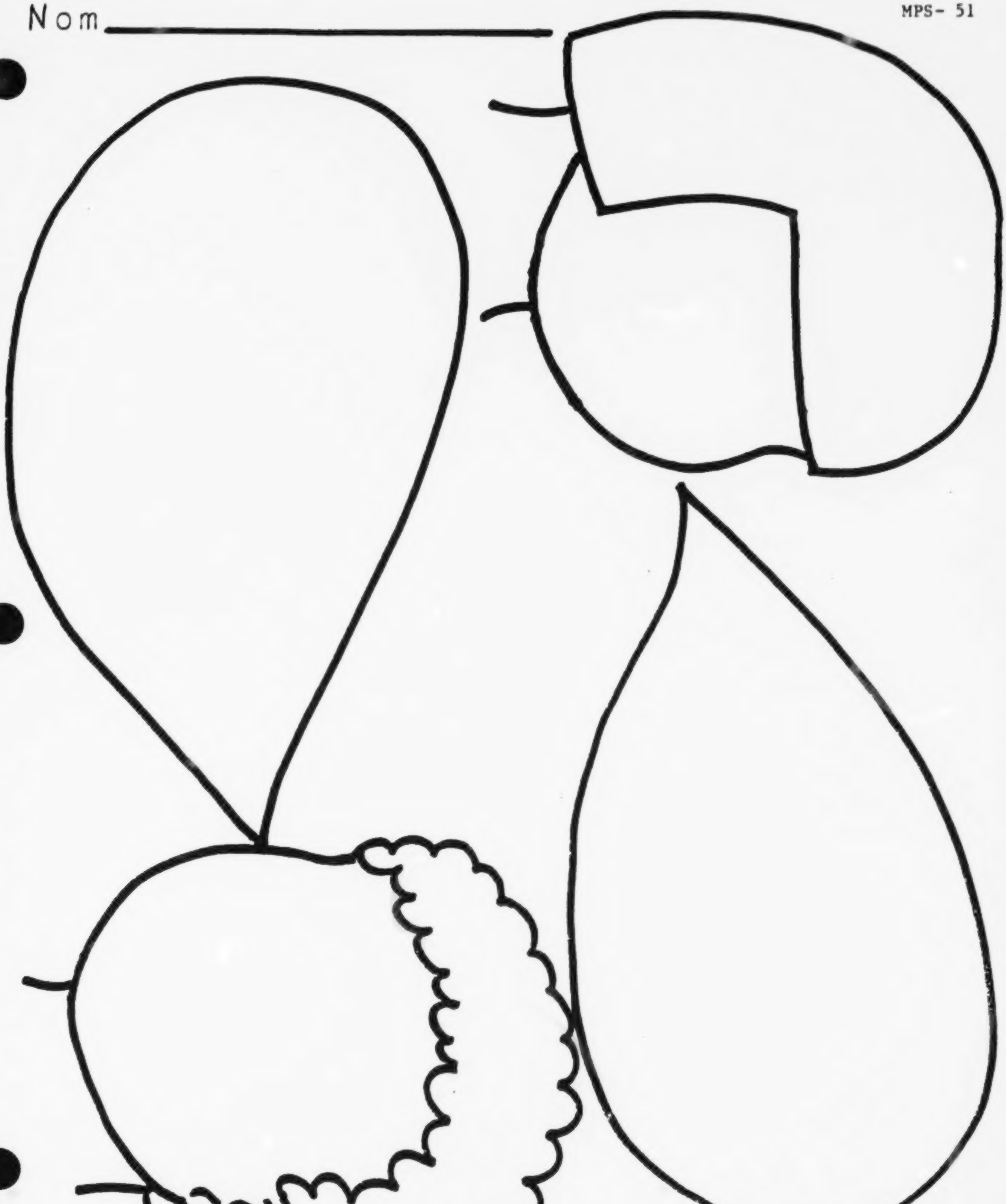
APPENDIX A

Activity Sheets

Les Salutations

Nom ______________________

MPS- 51

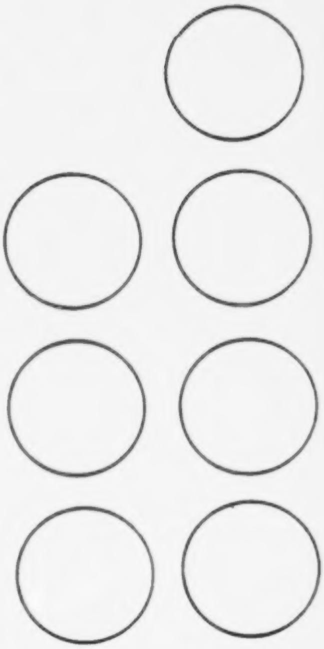


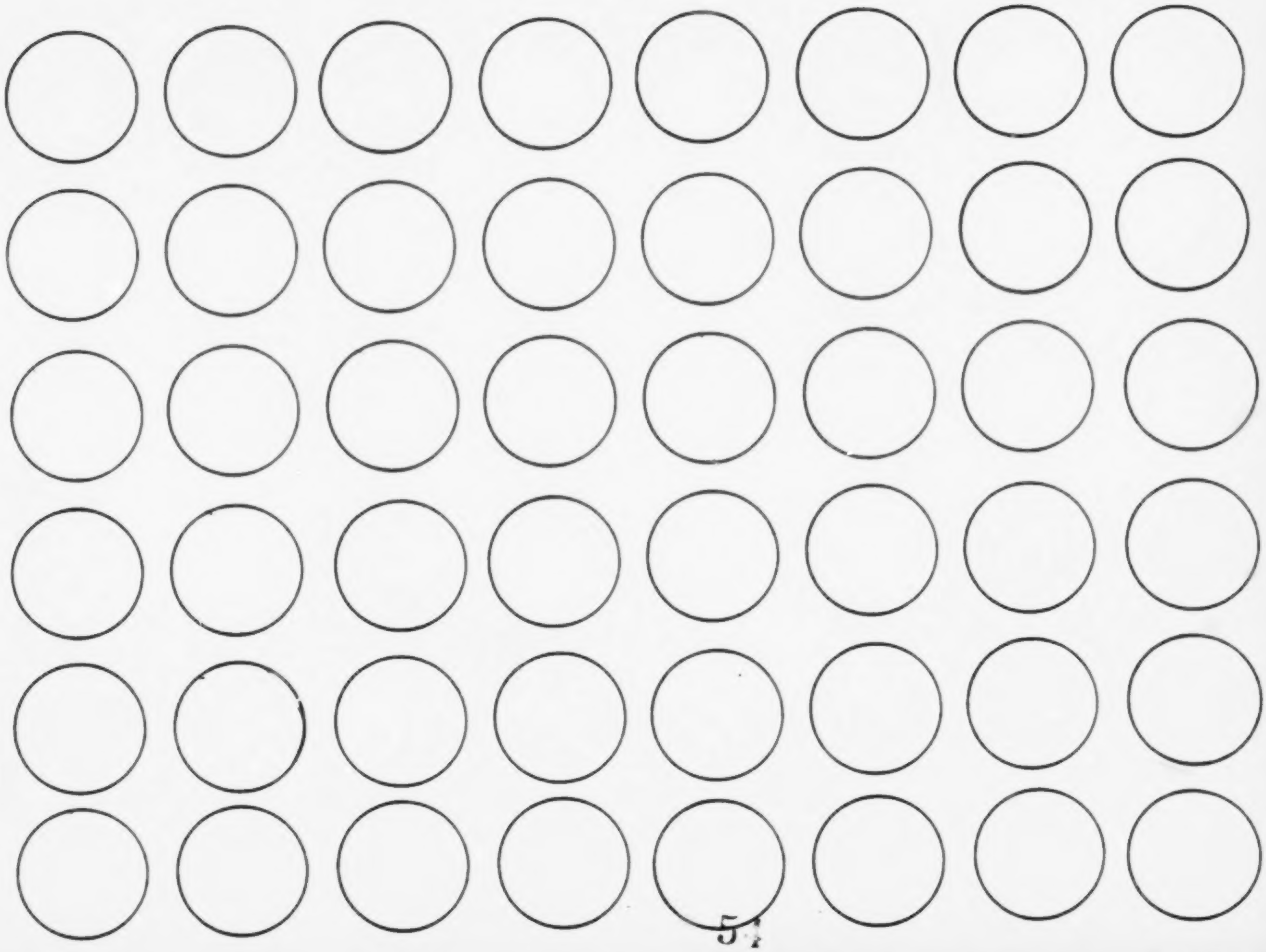
Les Couleurs

Nom ______________________________

Colorie. . . .

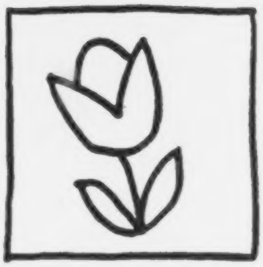
un cercle noir.
deux cercles bruns.
trois cercles violet.
quatre cercles bleu.
cinq cercles verts.
six cercles orange.
sept cercles jaunes.
huit cercles rouges.
neuf cercles roses.
dix cercles gris.



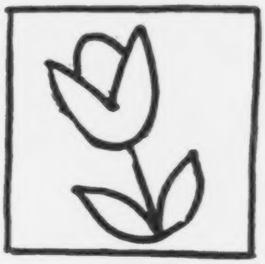


MPS- 56

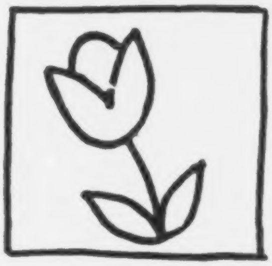
Nom ______________________________



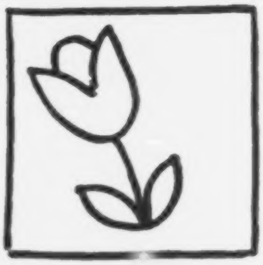
la fleur rouge



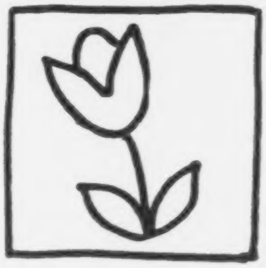
la fleur jaune



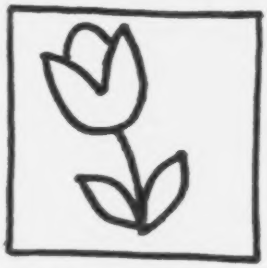
la fleur rose



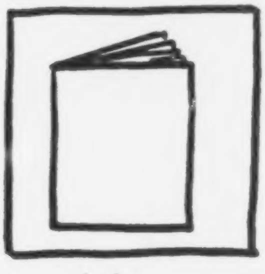
la fleur orange



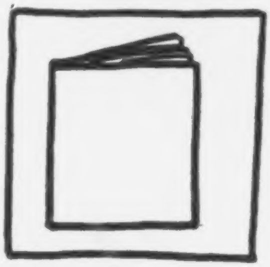
la fleur violette



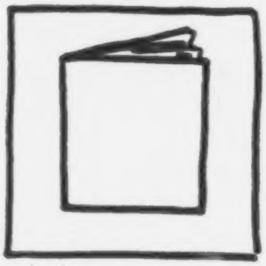
la fleur blanche



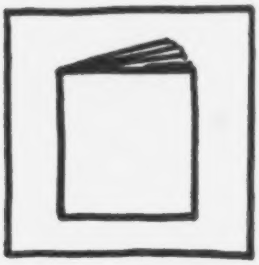
le livre bleu



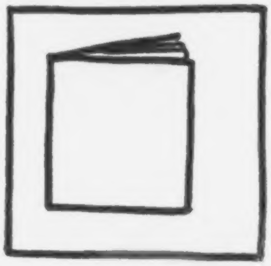
le livre brun



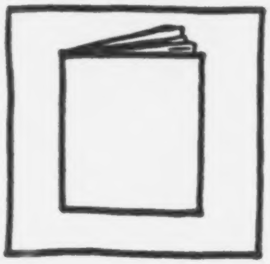
le livre noir



le livre gris

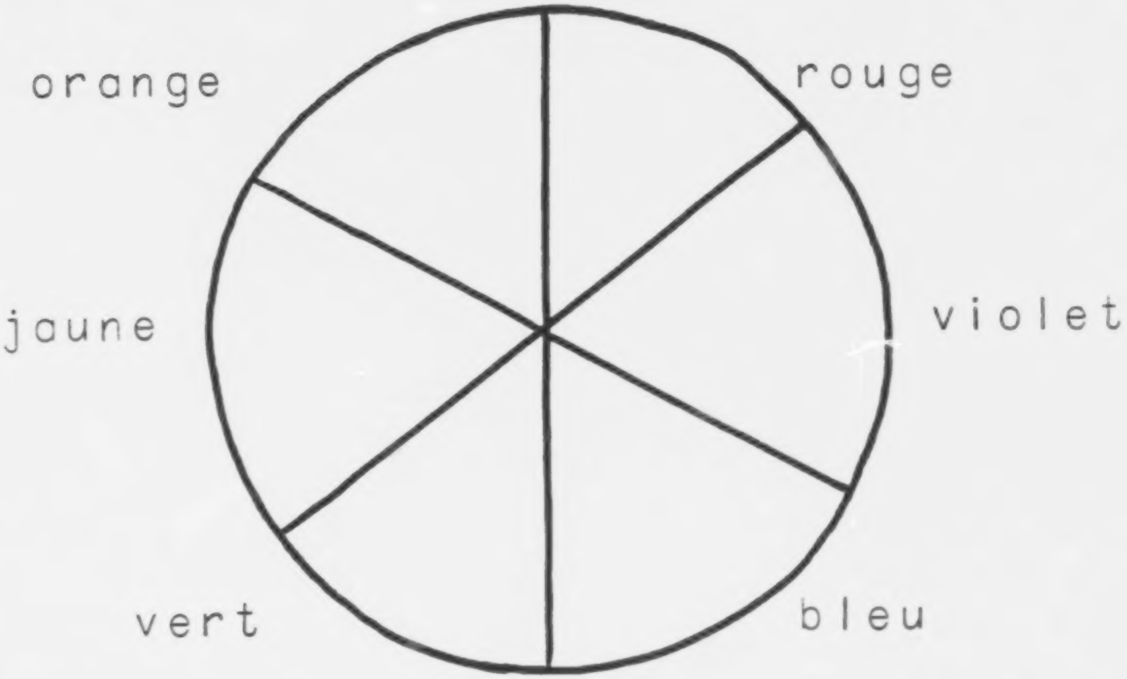


le livre violet



le livre vert

Nom ____________________________________


orange
rouge
jaune
violet
vert
bleu

Rouge et jaune font ____________________.

Rouge et bleu font ____________________.

Jaune et bleu font ____________________.

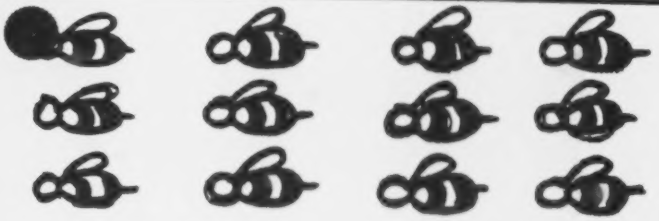
Jaune et rouge font ____________________.

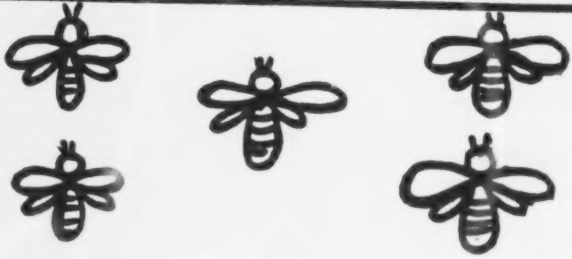
Rouge et vert font ____________________.

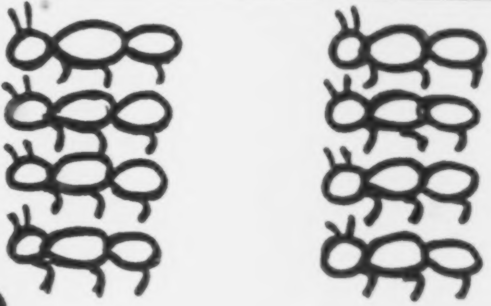
Les Chiffres

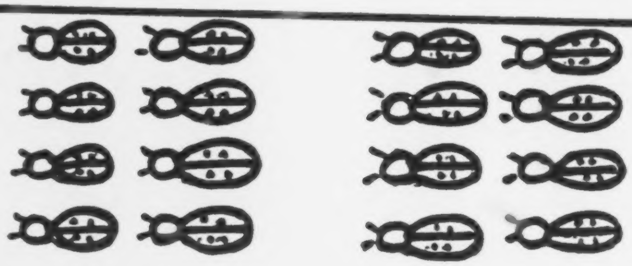
Nom

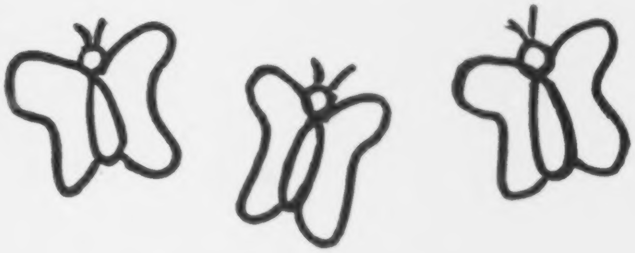
MPS- 61

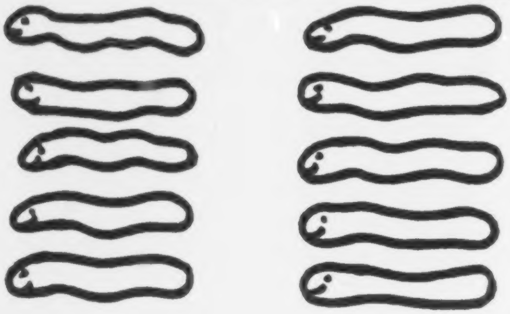






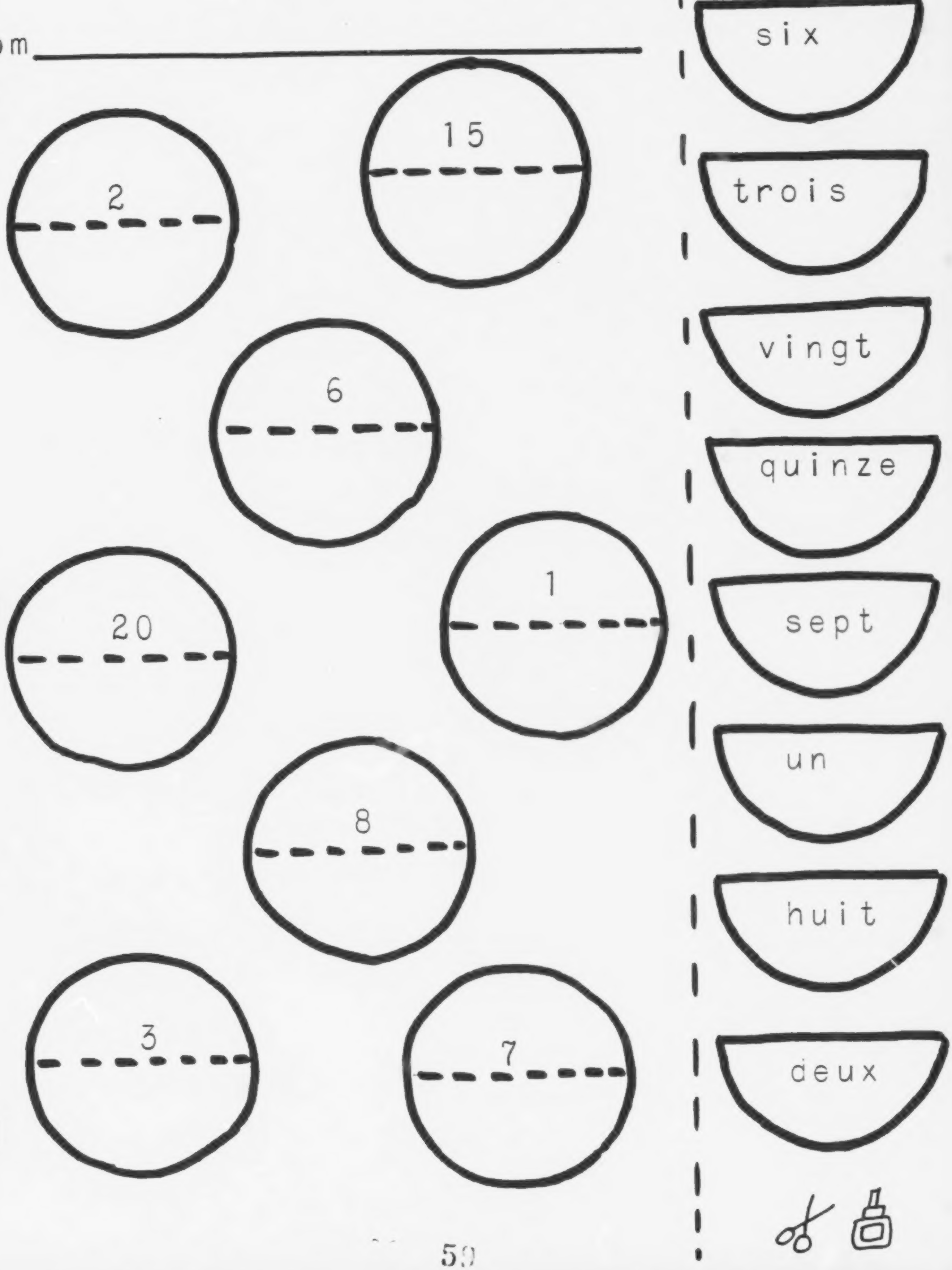




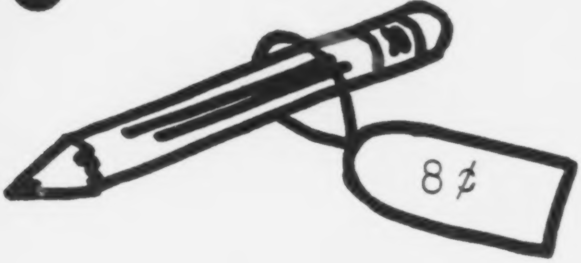


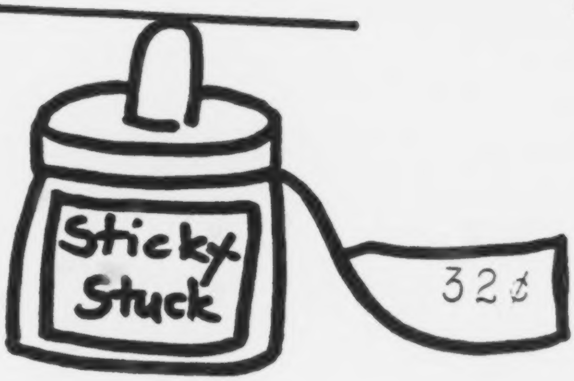
8	cinq	3	douze
12	seize	5	six
16	trois	10	huit

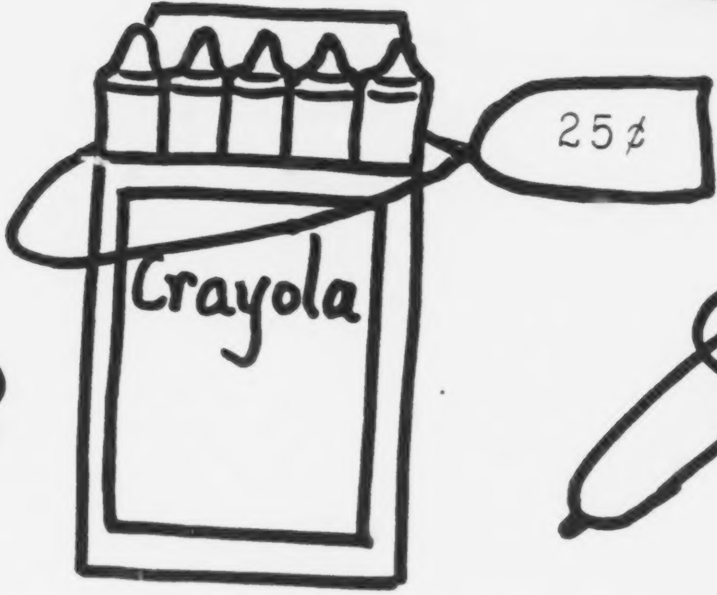
Nom ______________________________

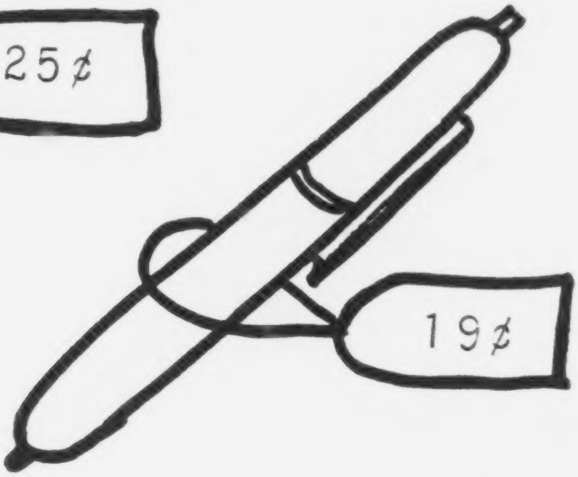

15
2
6
1
20
8
3
7
six
trois
vingt
quinze
sept
un
huit
deux

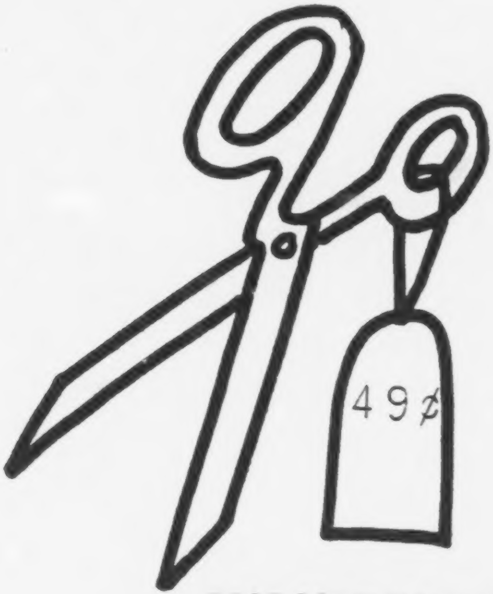
Nom______________________________

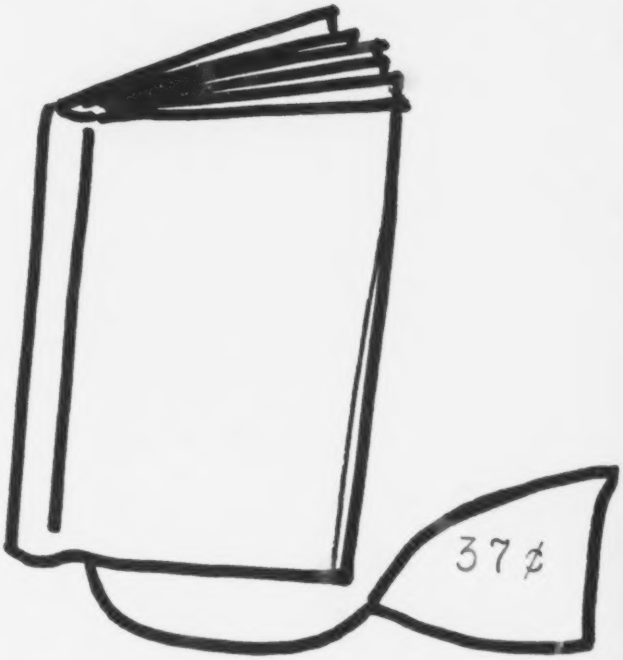



Sticky Stuck
32¢









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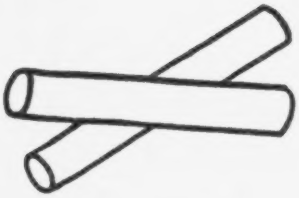
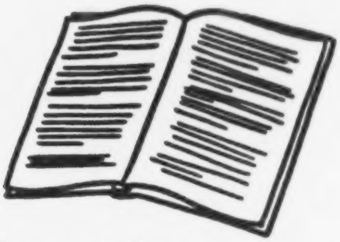
La Salle de Classe

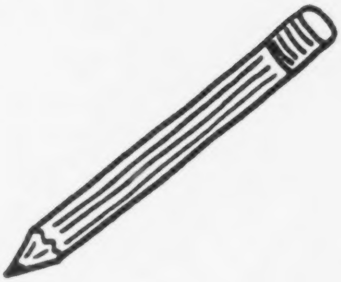
Nom ____________________



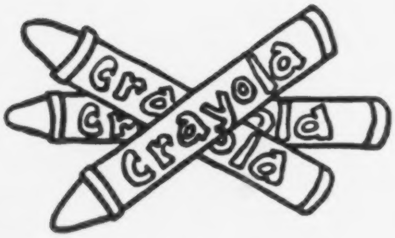
la craie



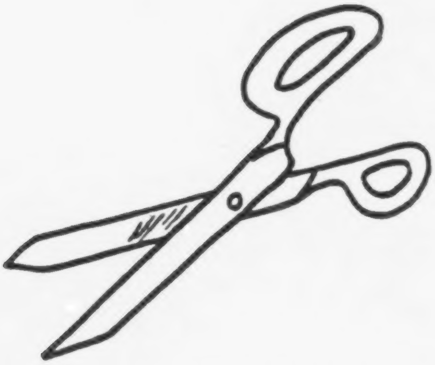
le livre



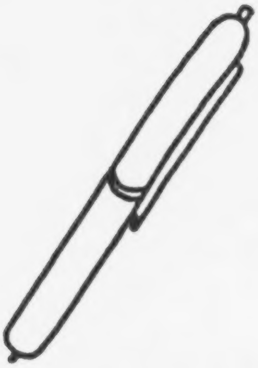
le crayon


Crayola
Crayola
Crayola
Crayola

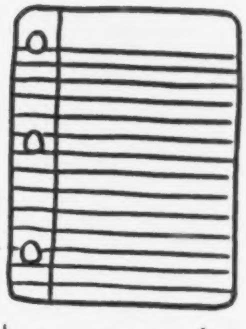
les craies de cire



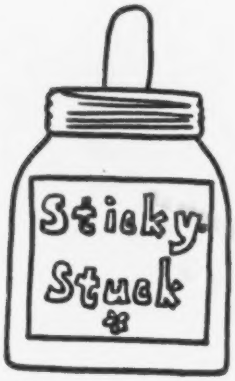
les ciseaux



le stylo



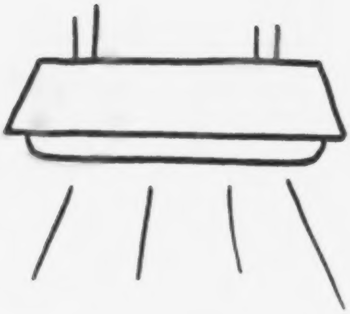
le papier


Sticky Stuck

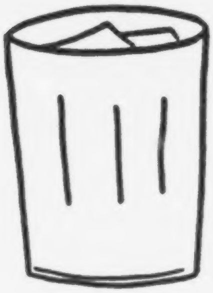
la colle

Nom ______________________________ MPS- 68

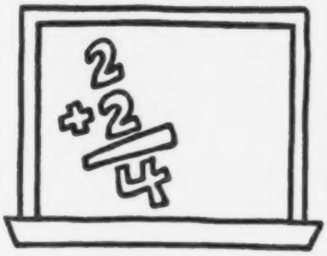
a l'école



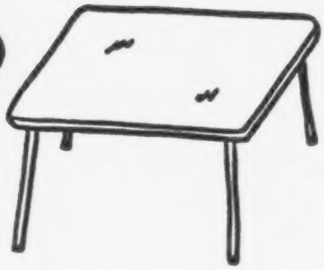
la lumière



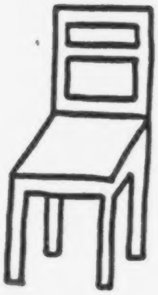
la corbeille



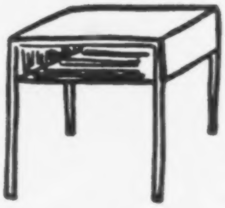
le tableau



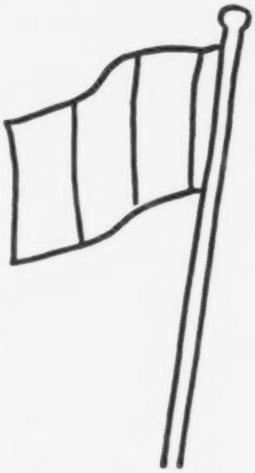
la table



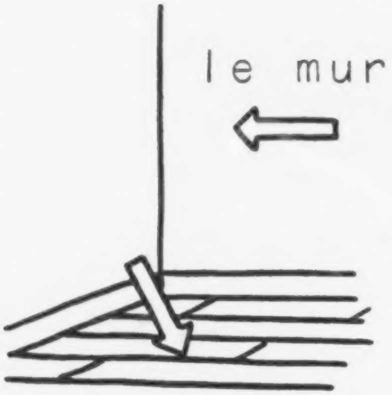
la chaise



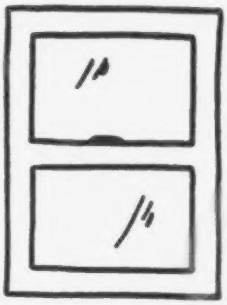
le pupitre



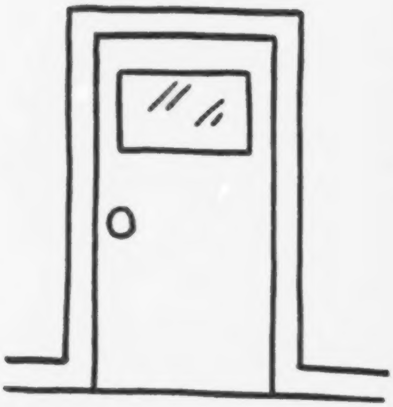
le drapeau



le plancher



la fenêtre



la porte

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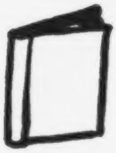
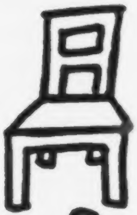
Nom ______________________________

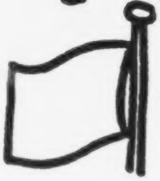
Colorie le livre en jaune.



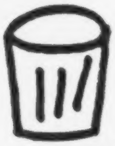
Colorie la chaise en vert.



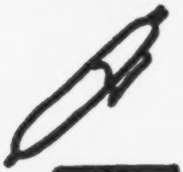
Colorie le drapeau en blanc.



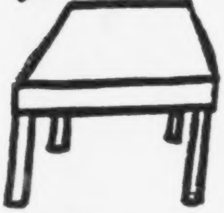
Colorie la poubelle en gris.



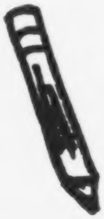
Colorie le stylo en rouge.



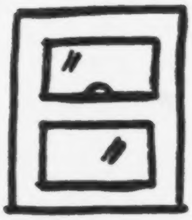
Colorie la table en brun.



Colorie le crayon en orange.

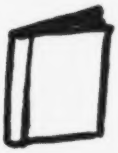


Colorie la fenêtre en bleu.

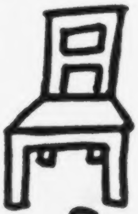


MPS- 70

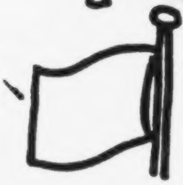
Nom ____________________________________



Colorie le drapeau en blanc.

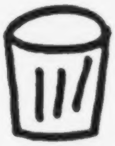


Colorie la table en brun.

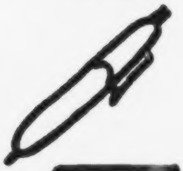


Colorie le crayon en orange.

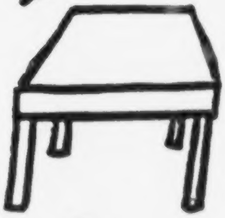
Colorie le livre en jaune.



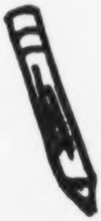
Colorie le stylo en rouge.



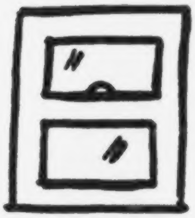
Colorie la poubelle en gris.



Colorie la fenêtre en bleu.

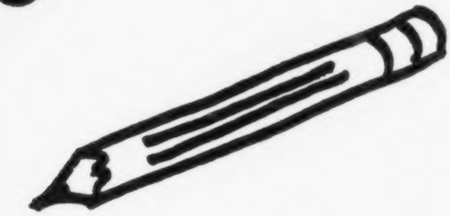


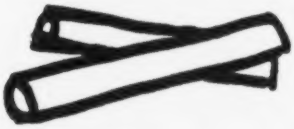
Colorie la chaise en vert.

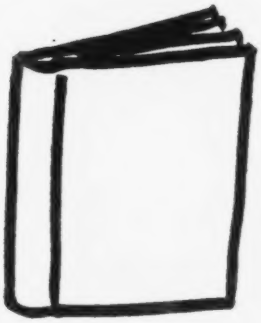


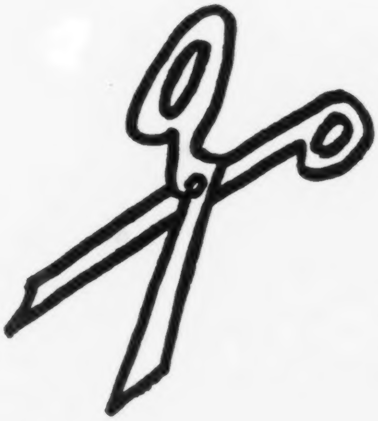
MPS- 71

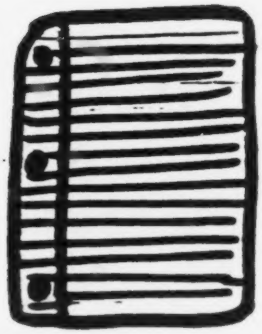
Nom ____________________________________

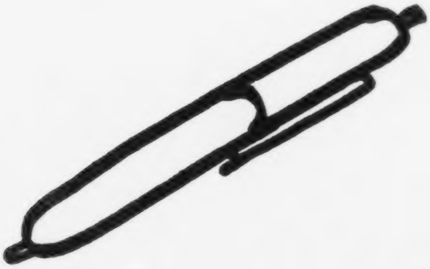








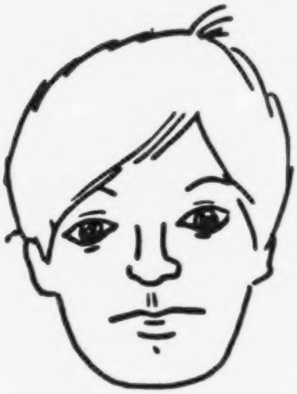




les ciseaux	le papier
le stylo	le crayon
la craie	le livre

Le Corps

Nom ______________________________ MPS- 74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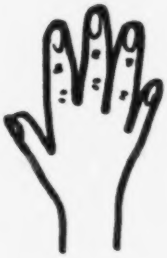
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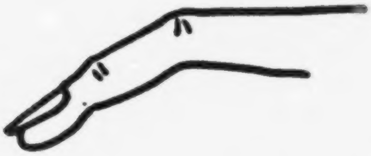
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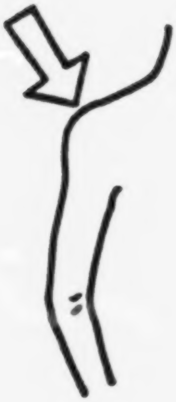
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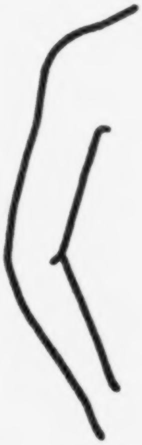
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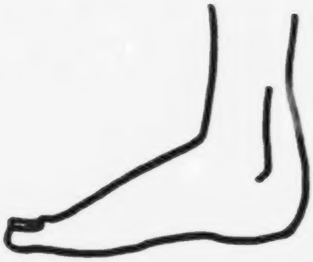
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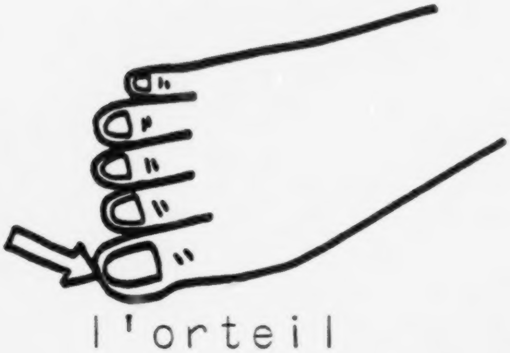
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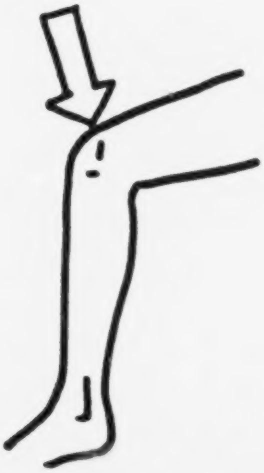
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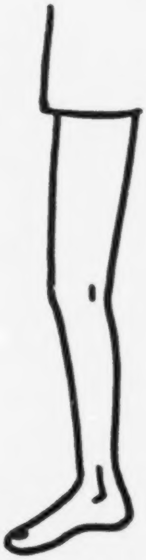
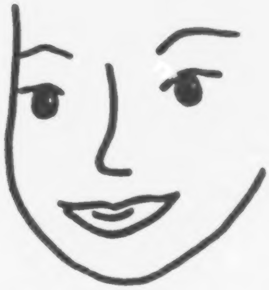

la jambe

Nom ______________________________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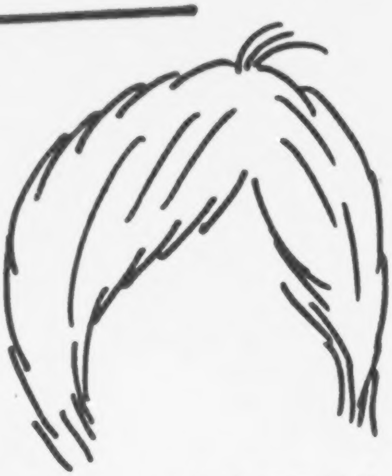
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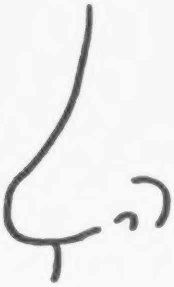
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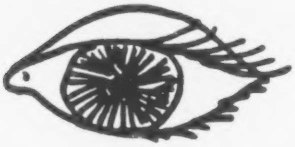
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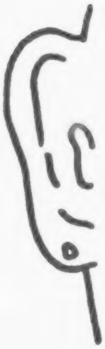
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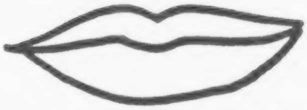
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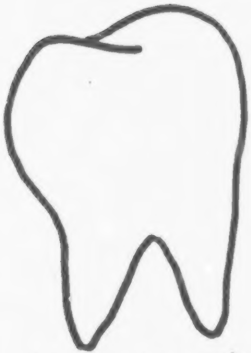
la dent

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J'ai une tête.

J'ai deux pieds.

J'ai deux mains.

J'ai deux oreilles.

J'ai une bouche.

J'ai un nez.

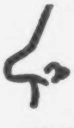
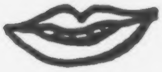
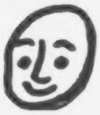
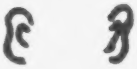
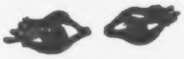
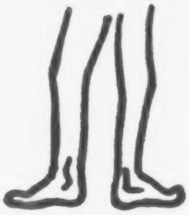
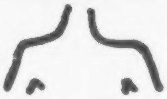
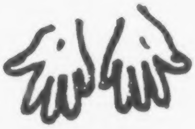
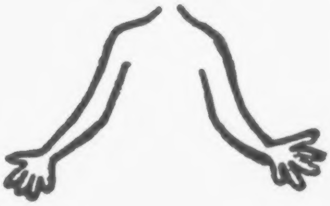
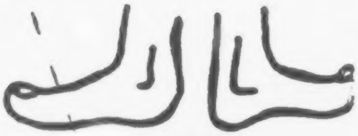
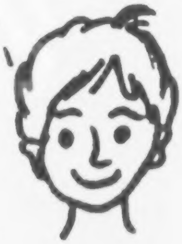
J'ai deux bras.

J'ai deux jambes.

J'ai deux yeux.

J'ai deux épaules.

J'ai un visage.

La Maison

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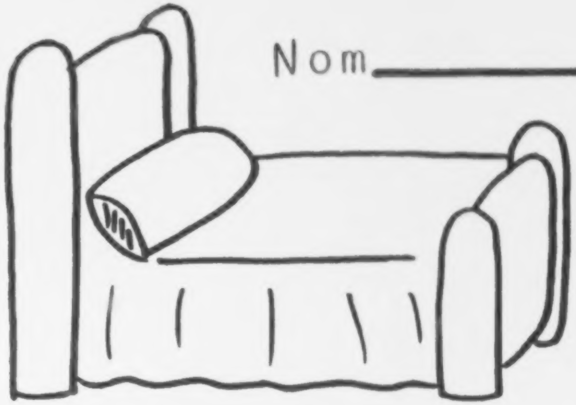
Nom________________________________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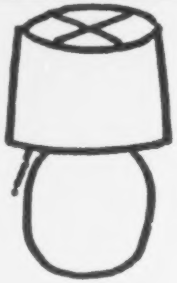
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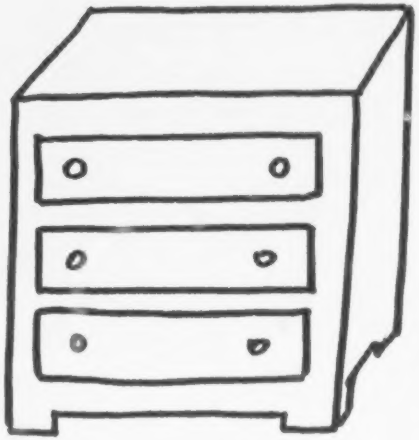
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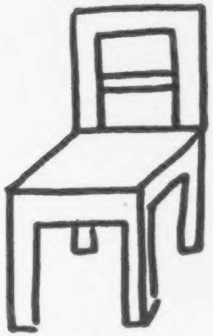
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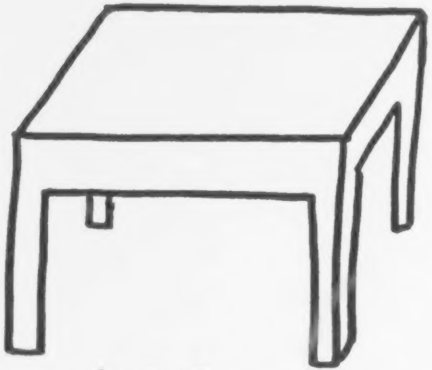
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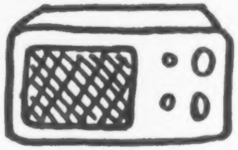
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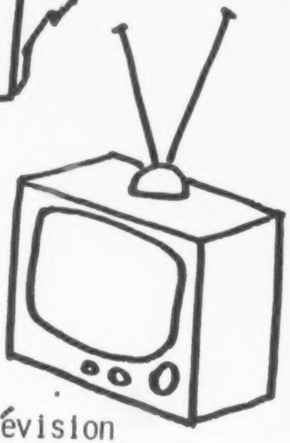
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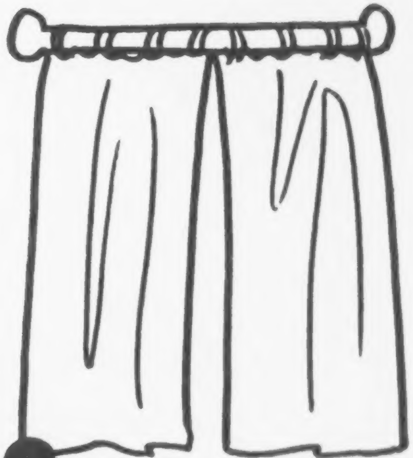
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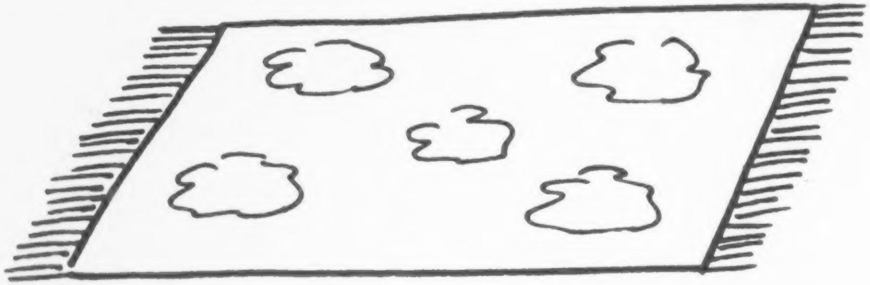
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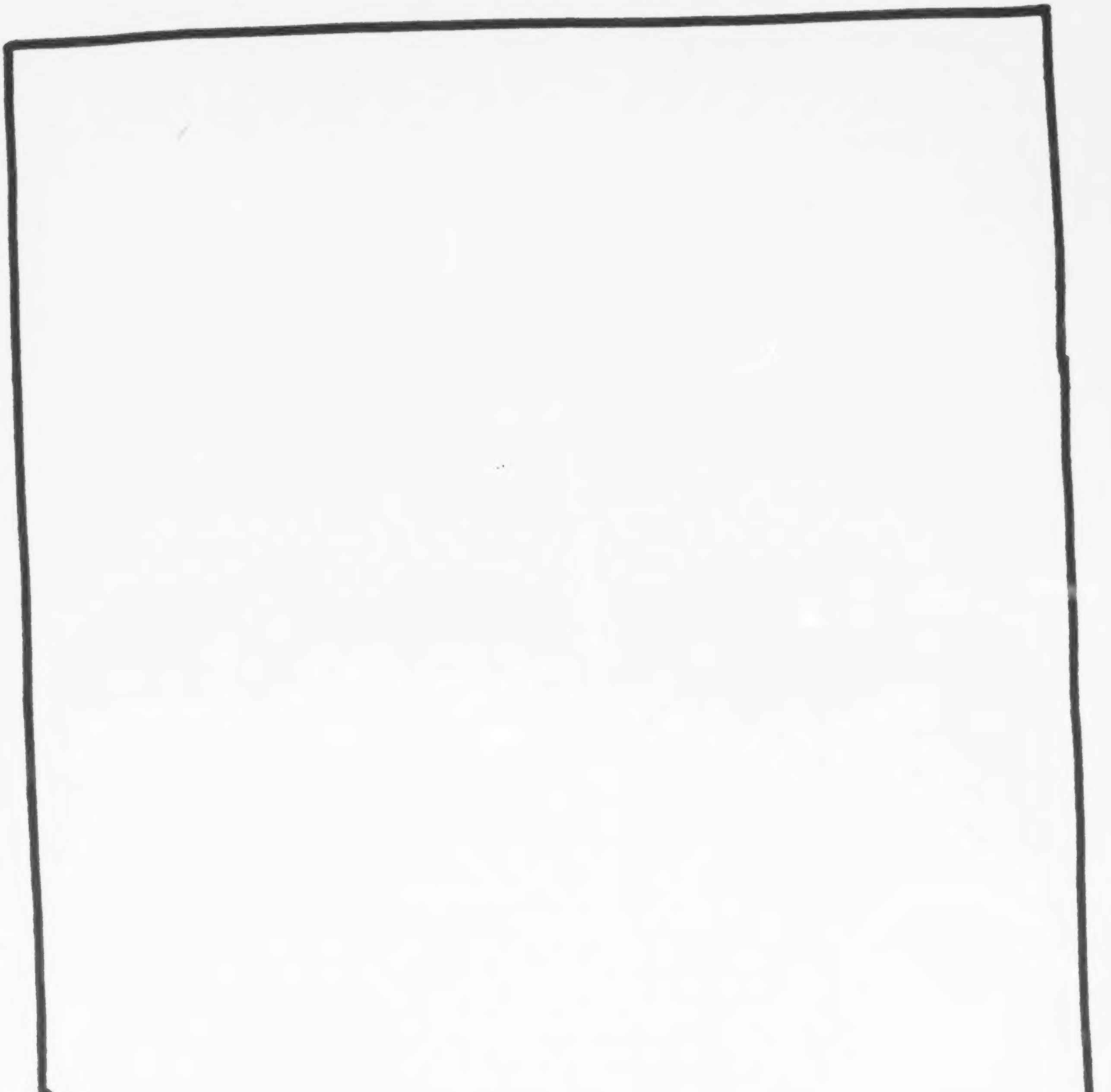

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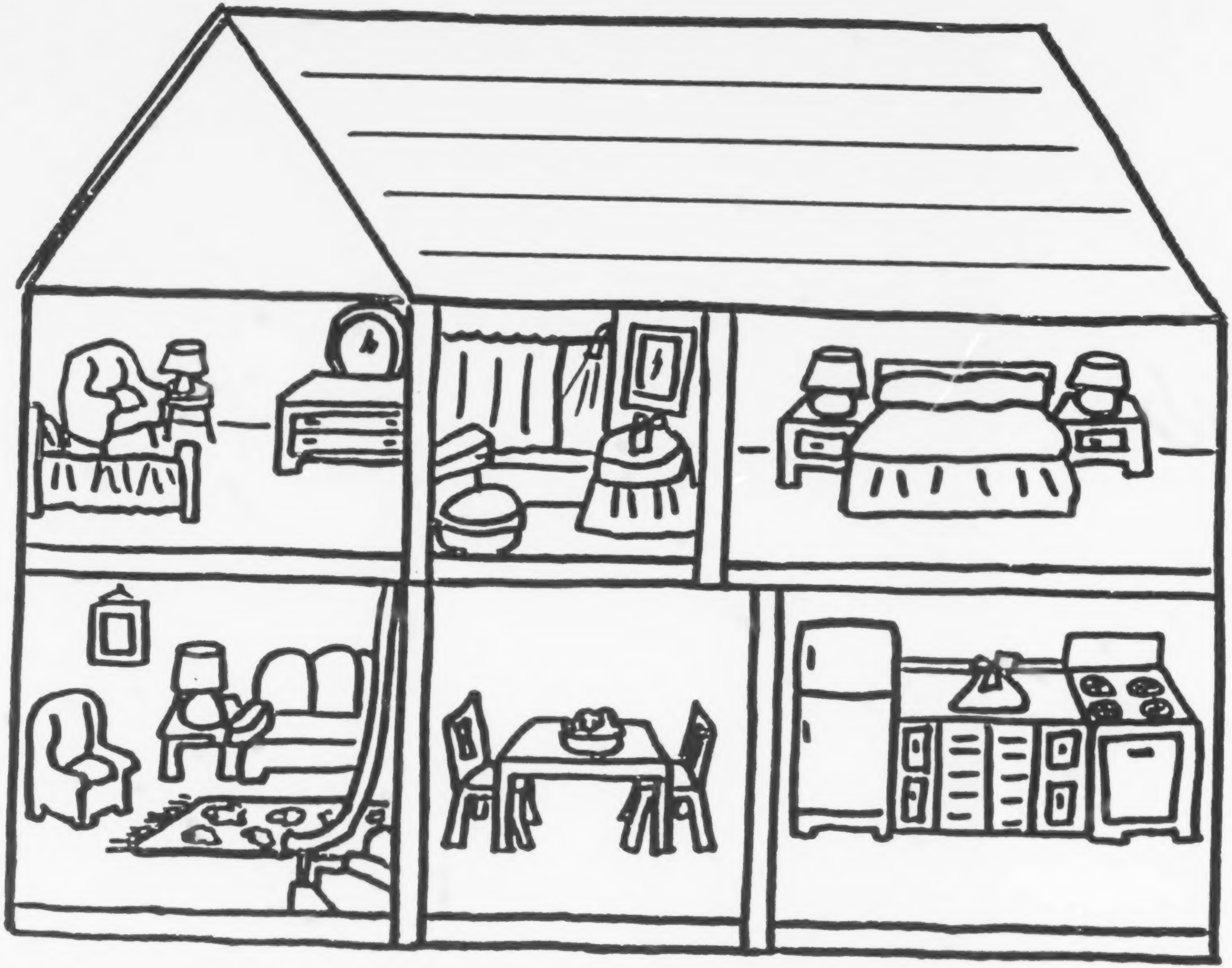
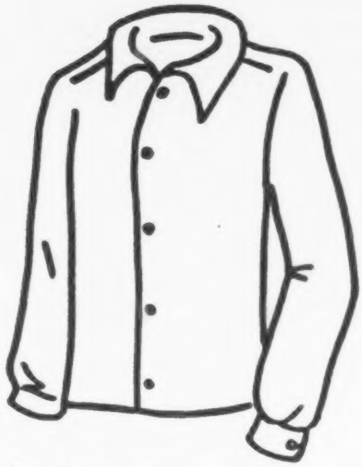
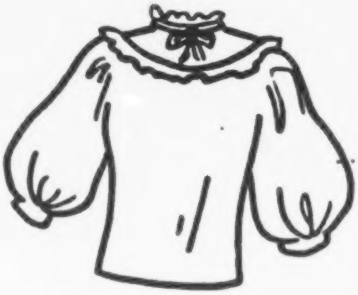


Les Vêtements

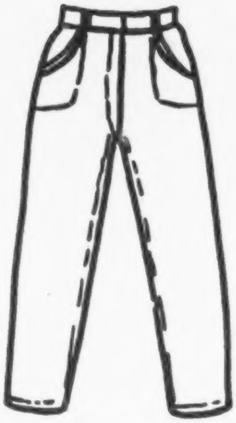
Nom ______________________________



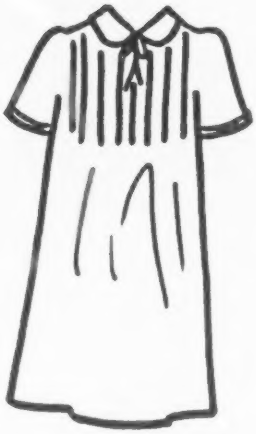
la chemise



la blouse



le pantalon



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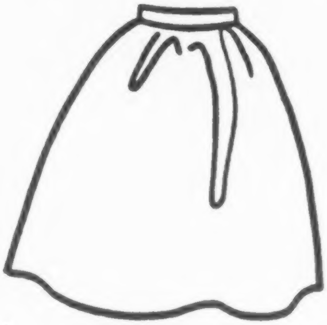

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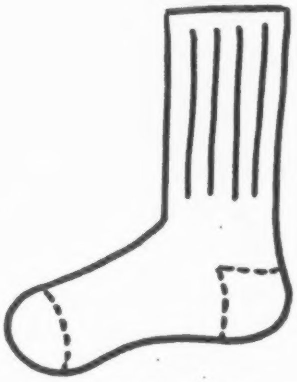

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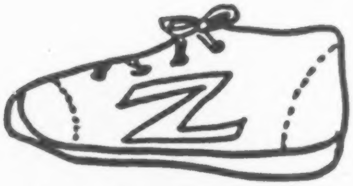
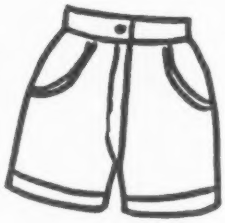
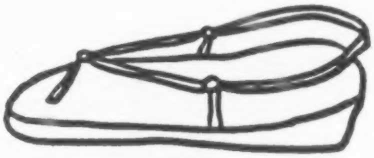


La chaussure



le short



la sandale

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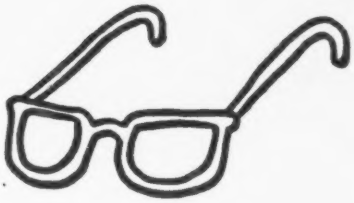
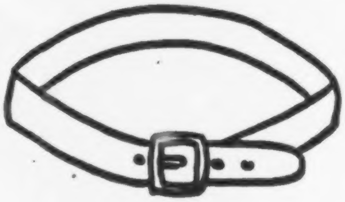


les lunettes



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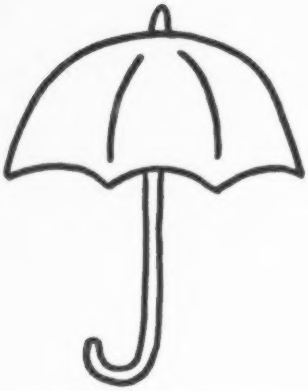
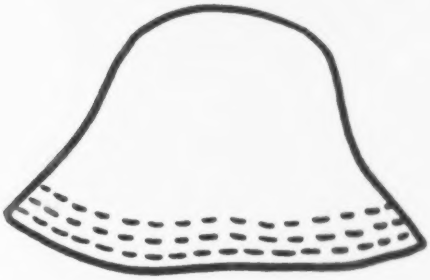


le parapluie



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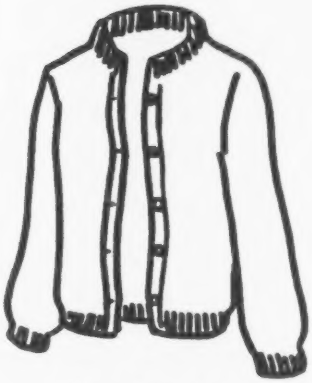

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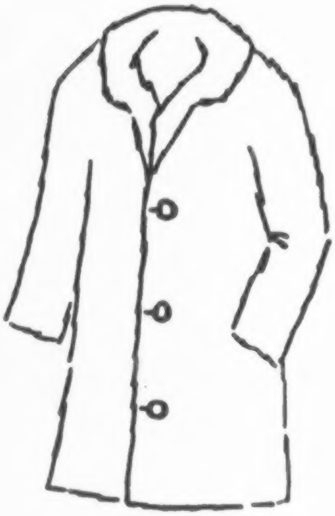
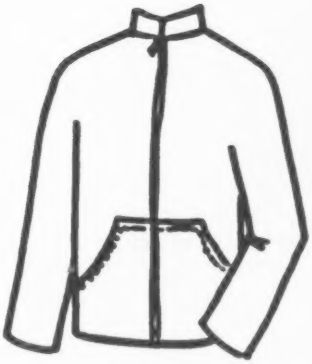


le manteau



le blouson

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Nom ________________________

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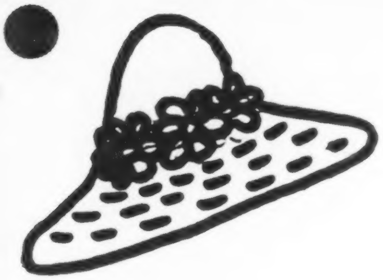

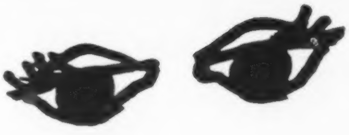

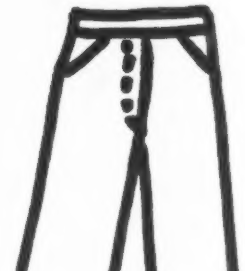

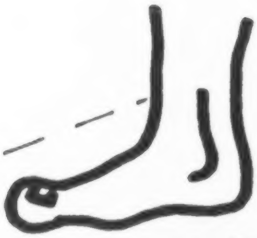

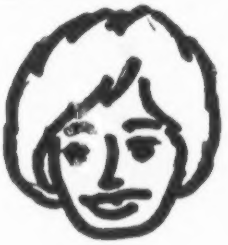

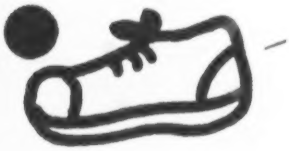

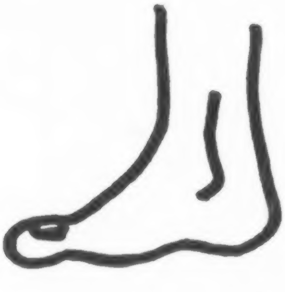

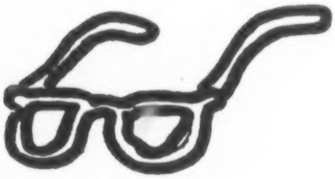

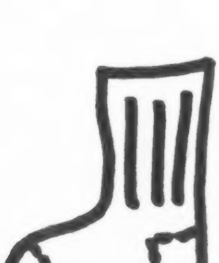

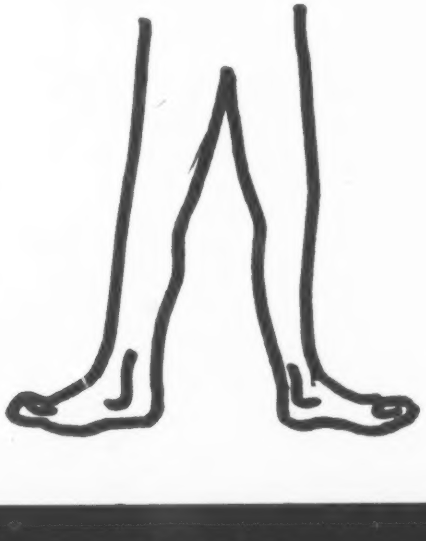

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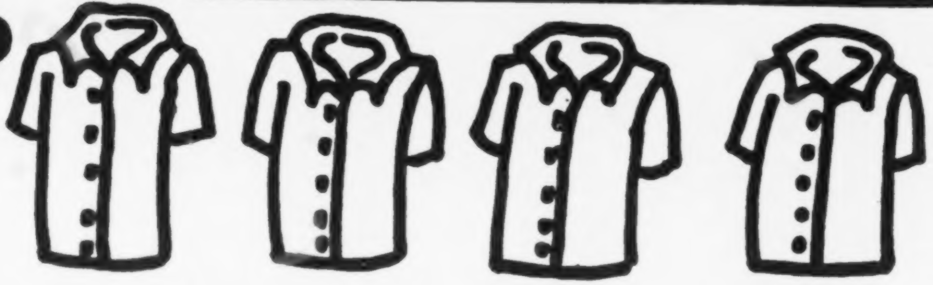
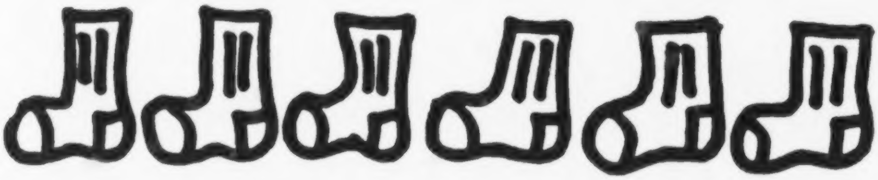


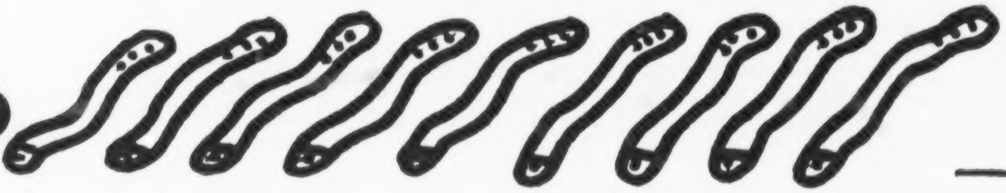
3 + 1 = 4

trois chemises vertes et une chemise bleue



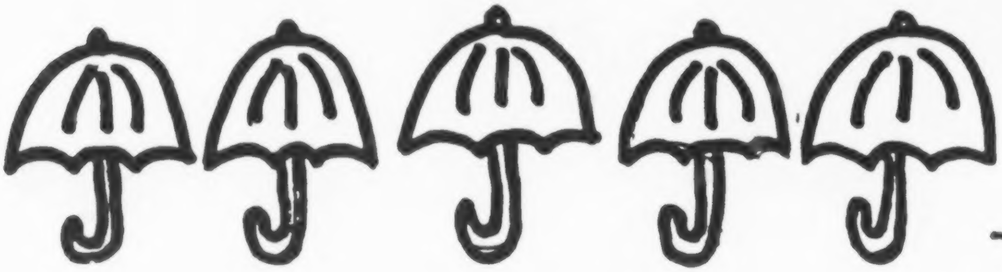
4 + 2 = ___

Quatre chaussettes jaunes et deux chaussettes grises



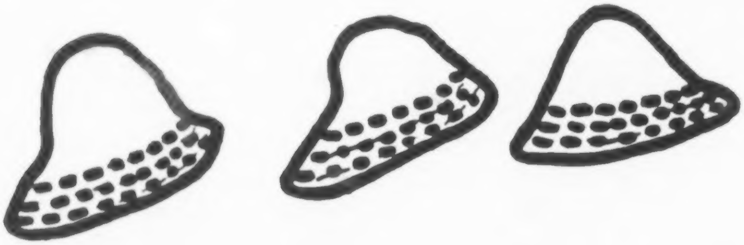
___ + ___ = ___

cinq ceintures brunes et quatre ceintures noires



___ + ___ = ___

trois parapluies oranges et deux parapluies rouges



___ + ___ = ___

un chapeau violet et deux chapeaux roses

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Nom

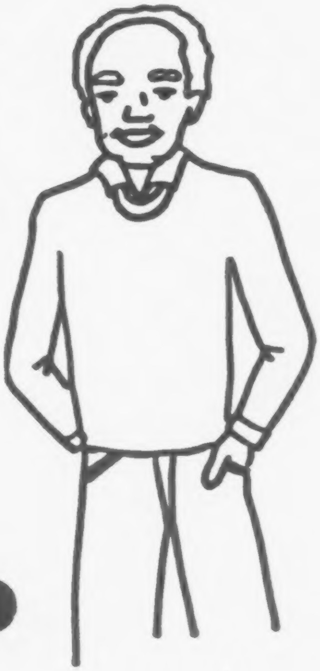
MPS- 89

La Famille

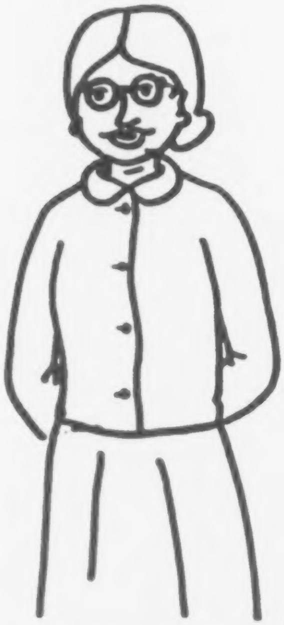
MPS- 93

Nom ______________________________

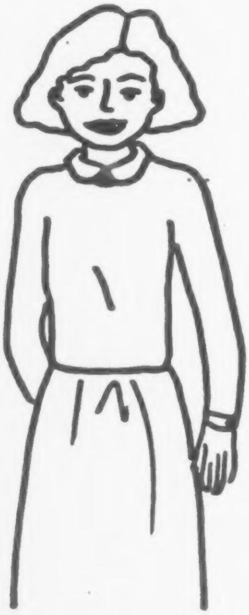
la famille



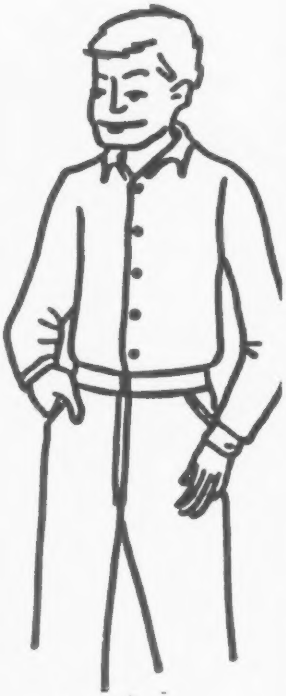
le grand-père



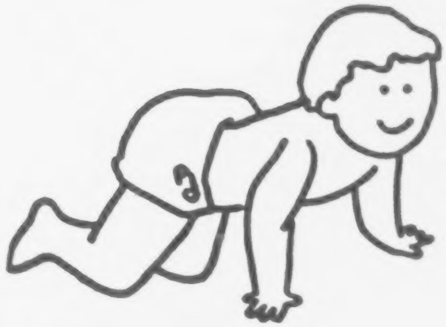
la grand-mère



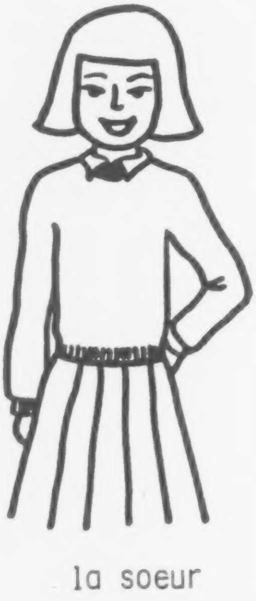
la mère



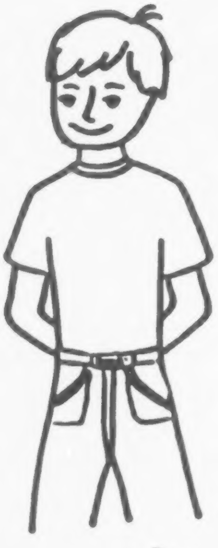
le père



le bébé



la soeur



le frère

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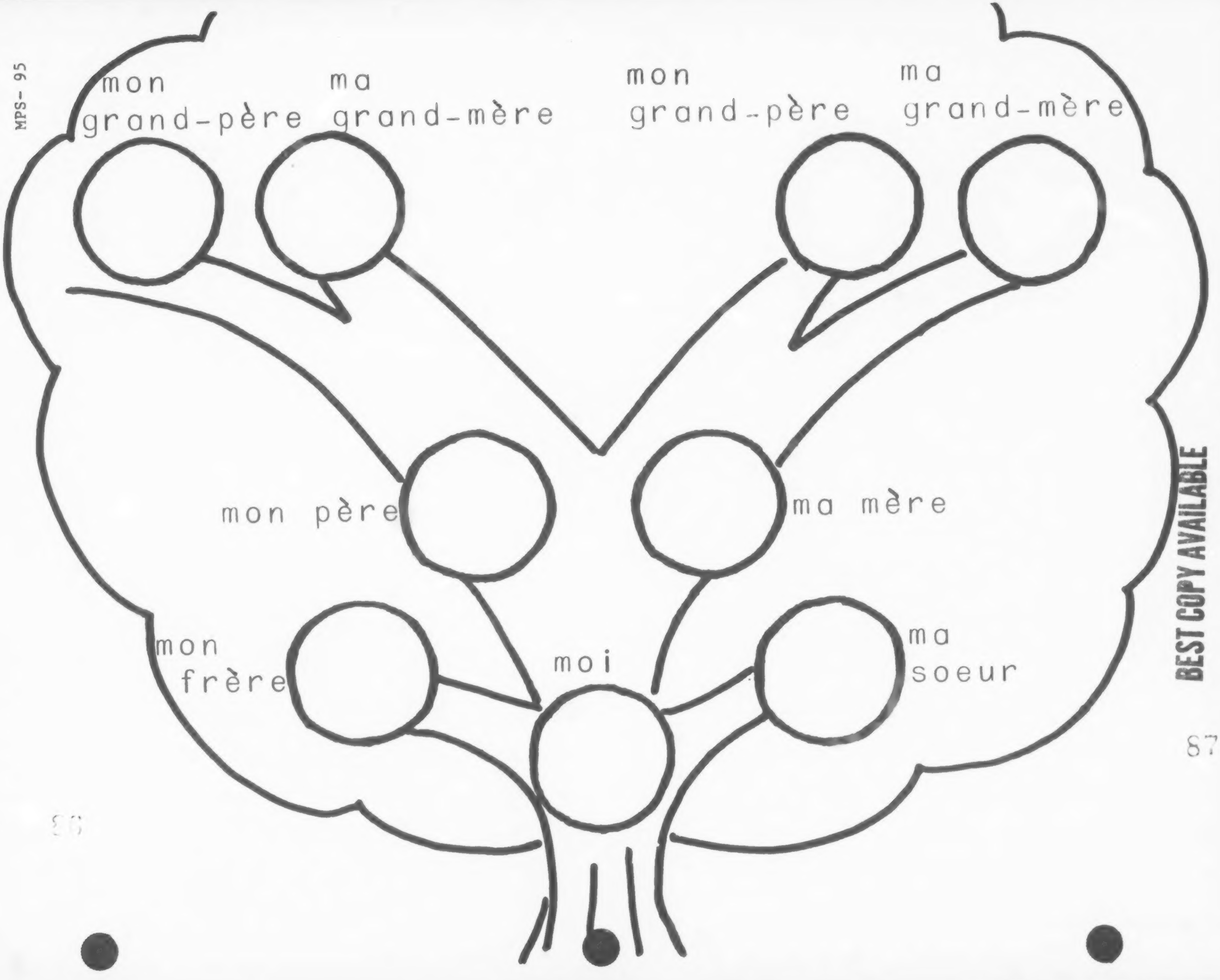
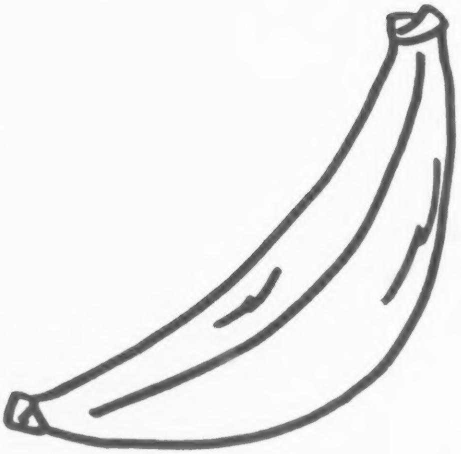
MPS- 95


mon grand-père
ma grand-mère
mon grand-père
ma grand-mère
mon père
ma mère
mon frère
moi
ma soeur

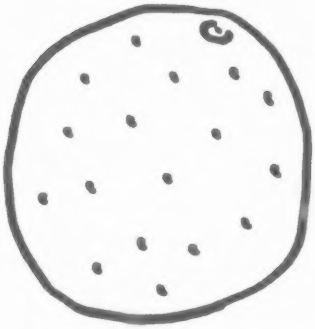
BEST COPY AVAILABLE

La Nourriture

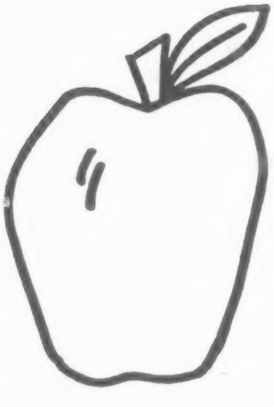
Nom ______________________________



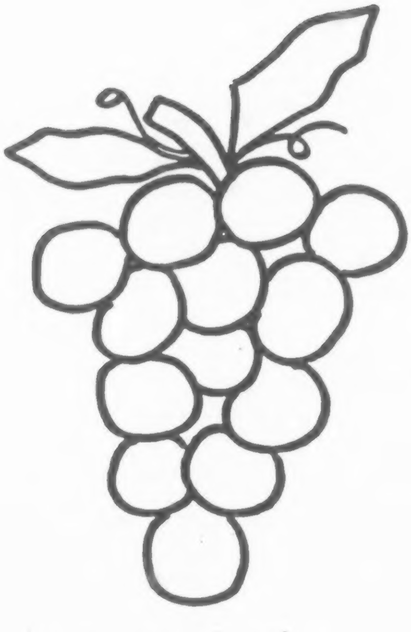
la banane



l'orange

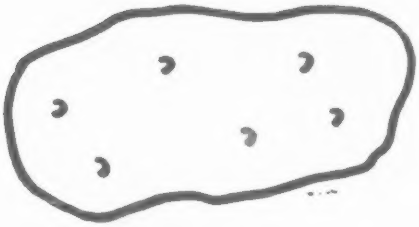


la pomme

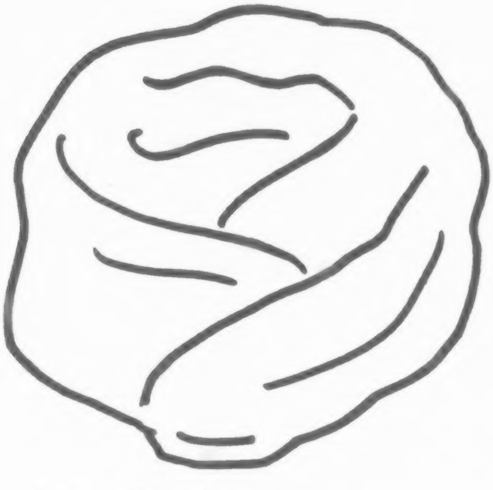


le raisin

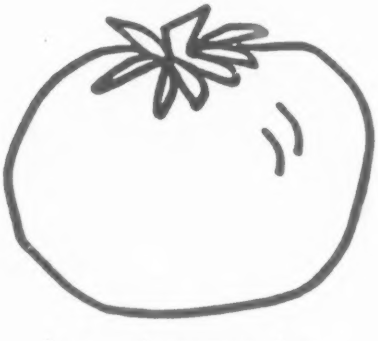
Nom ______________________________



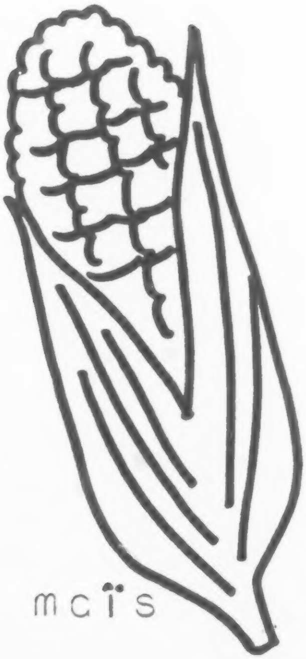
la pomme de terre



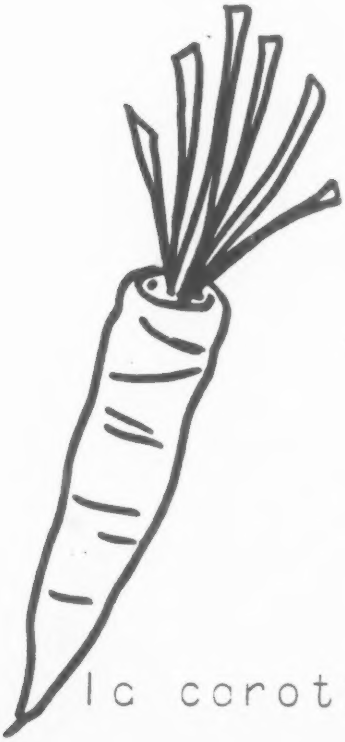
la laitue



la tomate



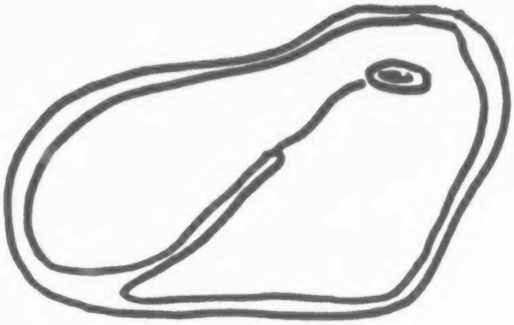
le maïs



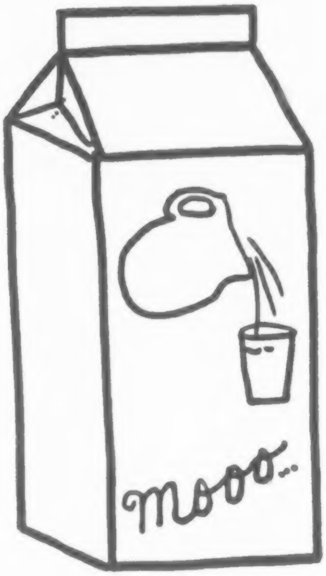
la carotte

MPS- 101

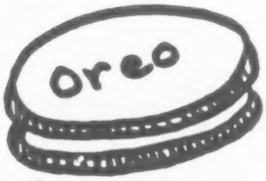
Nom ______________________________



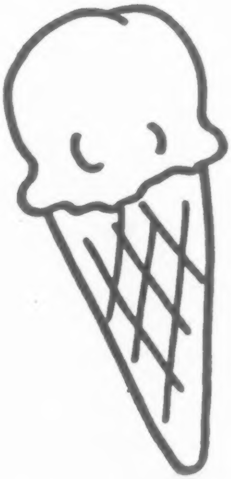
la viande



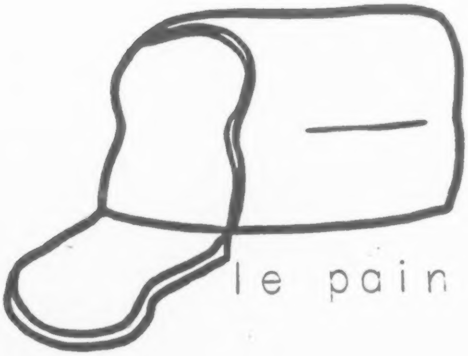
le lait



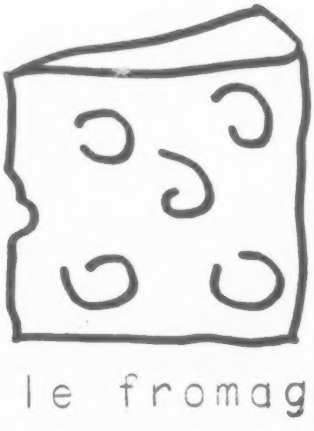
le biscuit



la glace

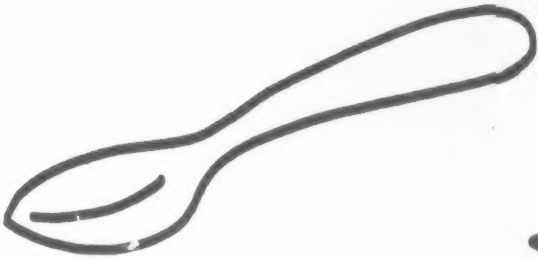


le pain

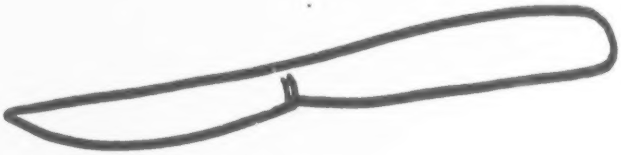


le fromage

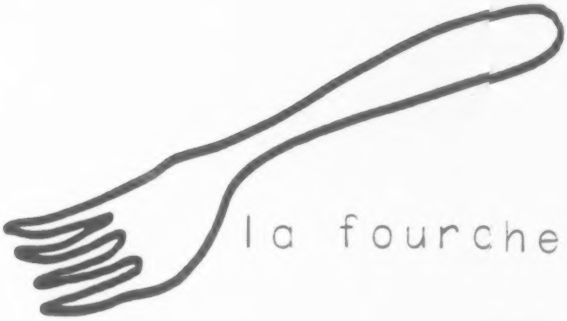
Nom ____________________



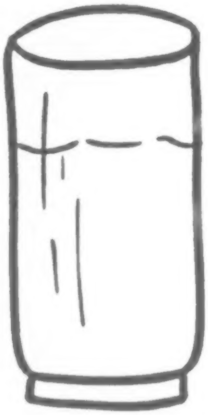
la cuillère



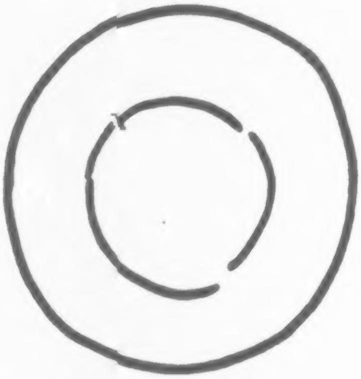
le couteau



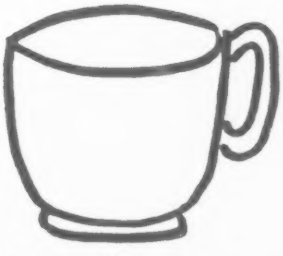
la fourchette



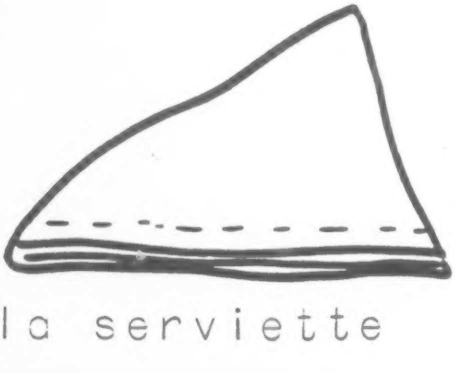
le verre



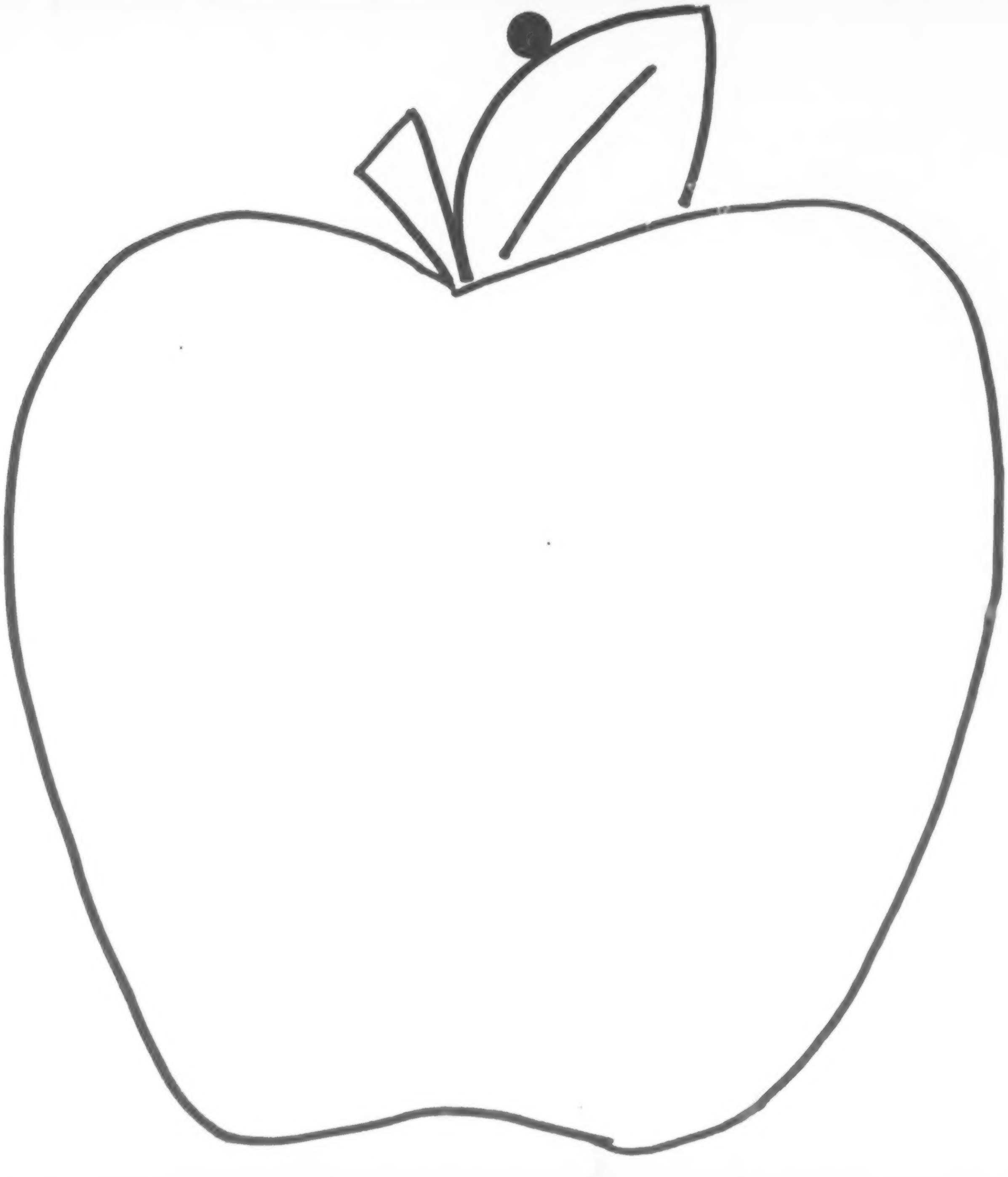
l'assiette



la tasse



la serviette



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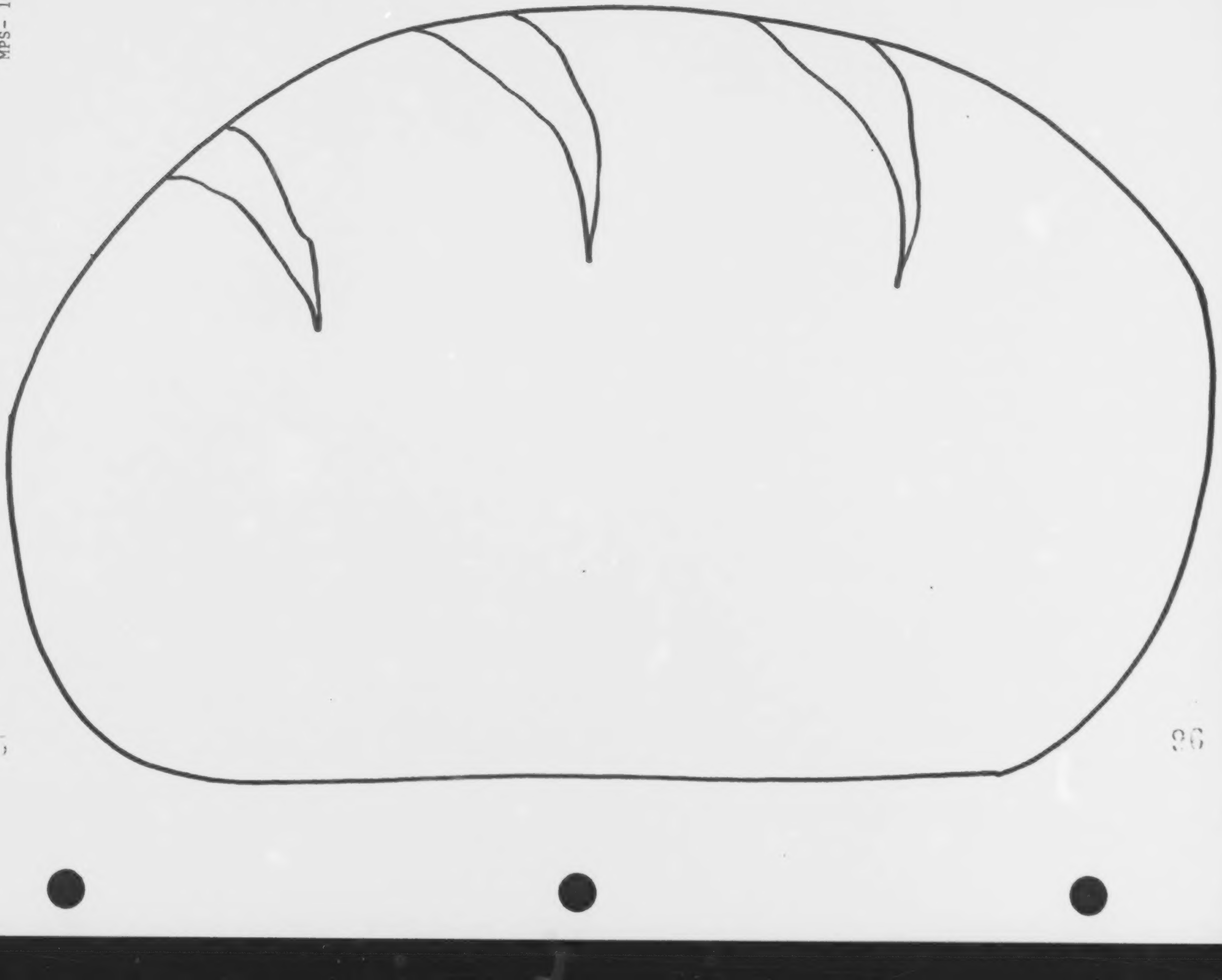
MPS- 104



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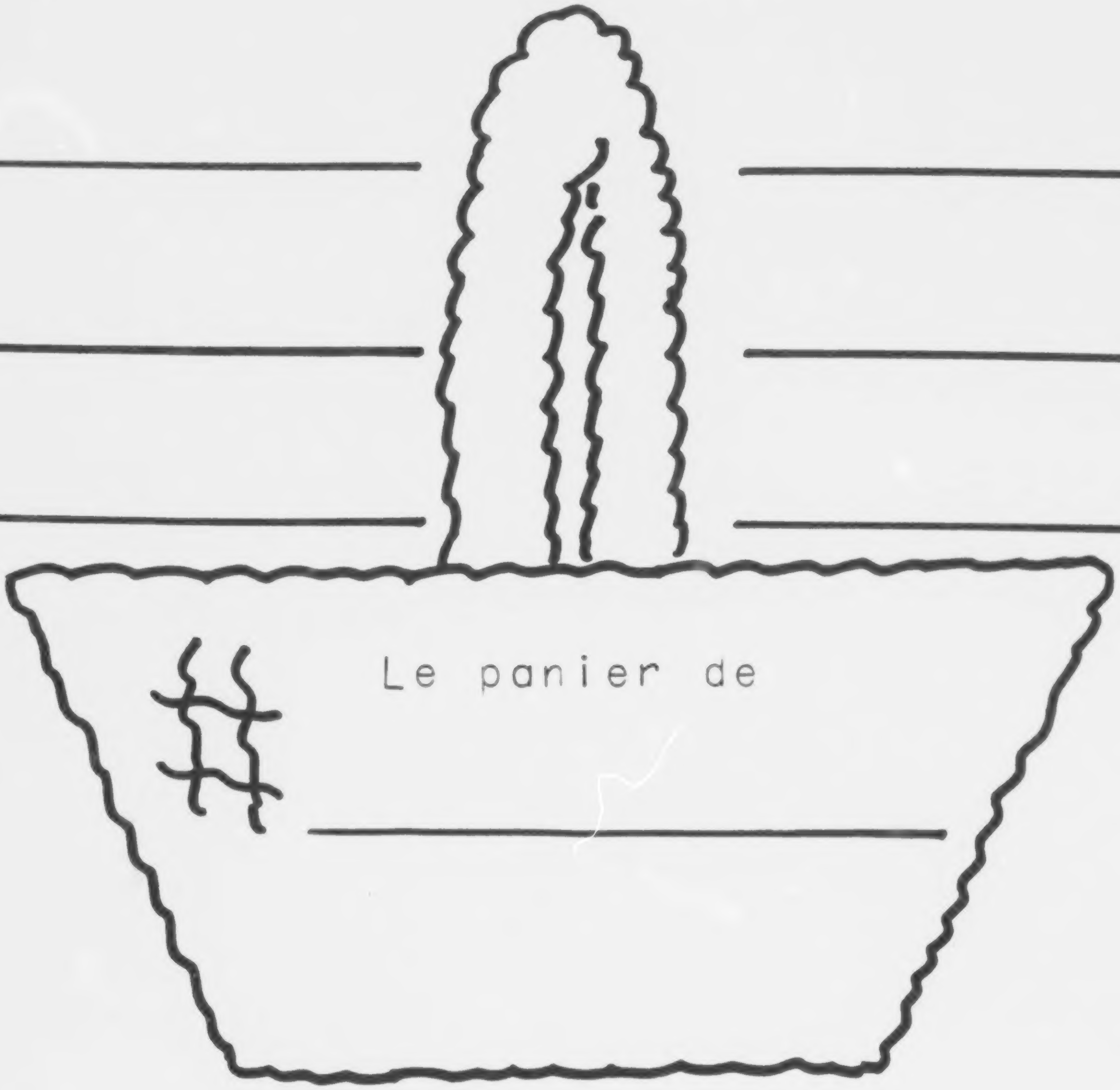
Allons faire un pique-nique!



Le panier de

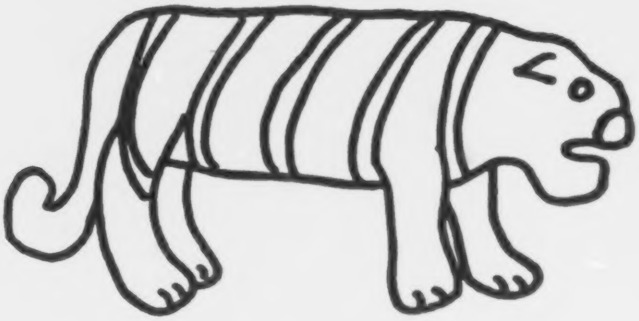
____

la pomme	la porte	la carotte
la fenêtre	le fromage	la banane
le pain	le lait	le lit

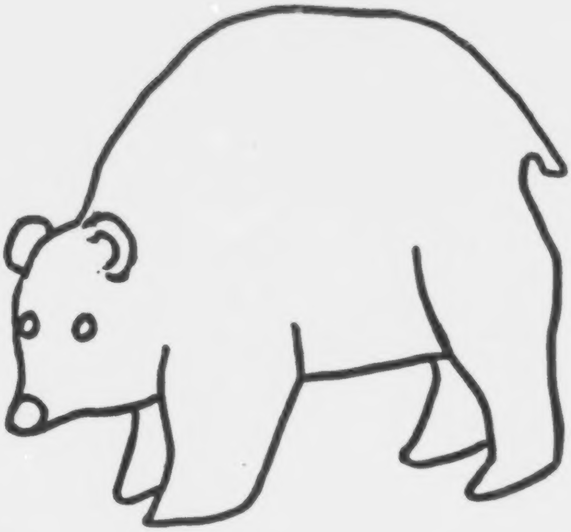
MPS- 107

Les Animaux

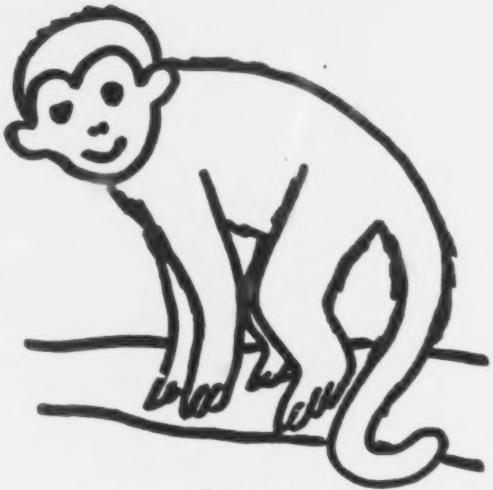
Nom ______________________________



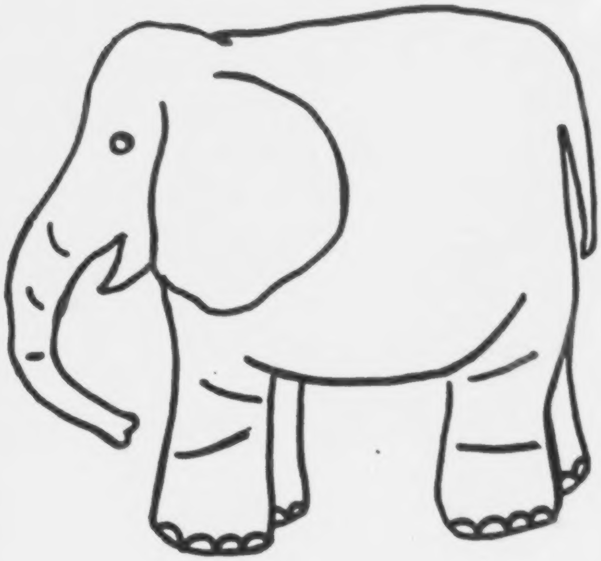
le tigre



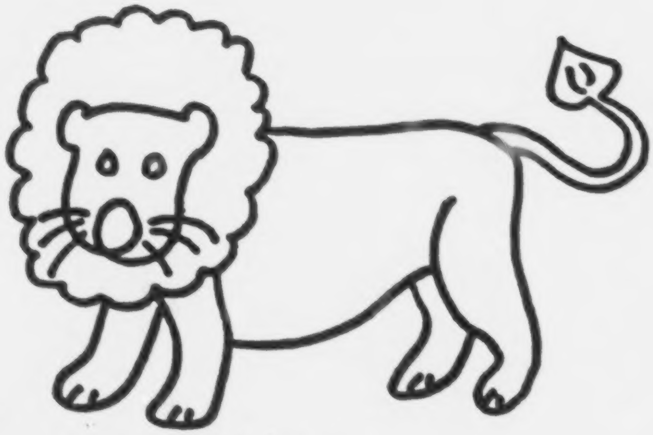
l'ours



le singe



l'éléphant



le lion

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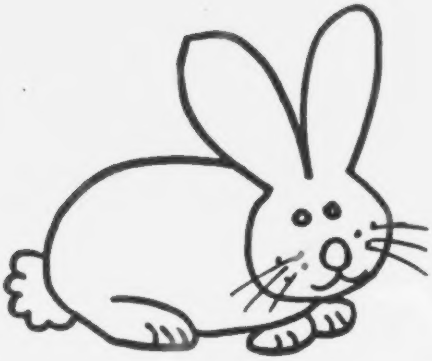
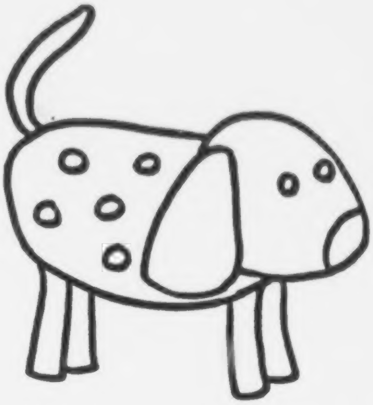
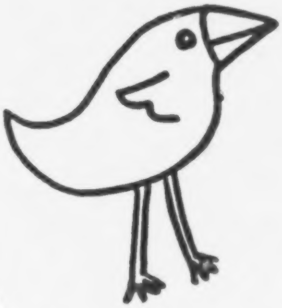
Nom ______________________________



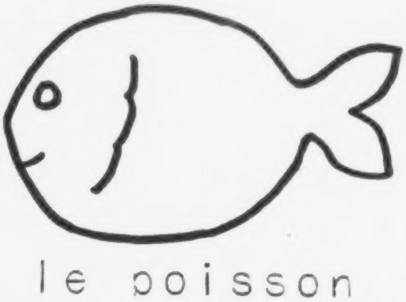
le lapin



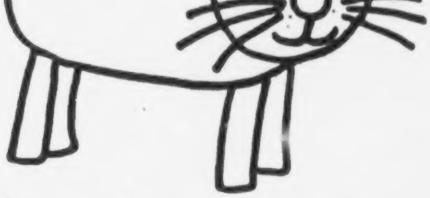
le chien



l'oiseau

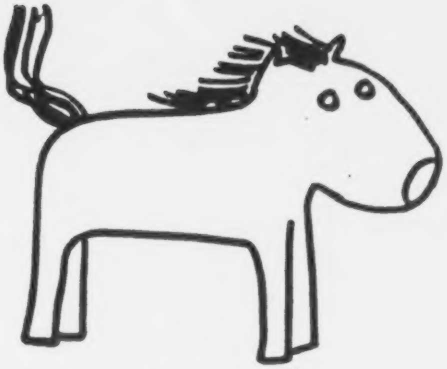


le poisson

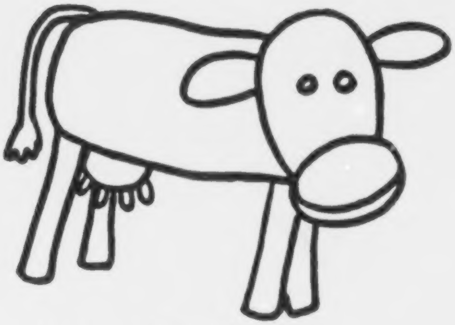


le chat

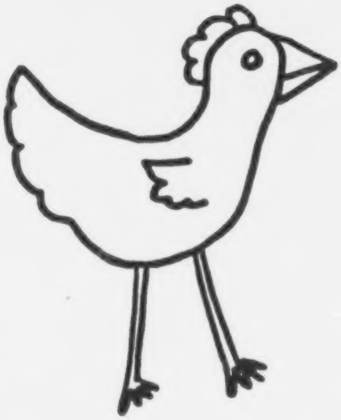
Nom ____________________



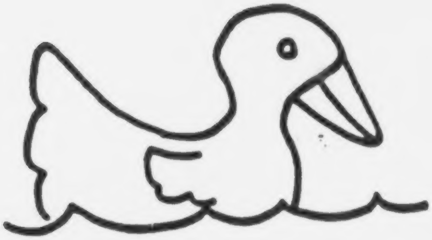
le cheval



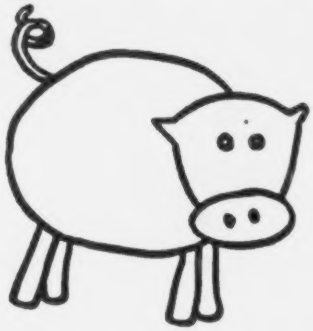
la vache



la poule



le canard



le cochon

Nom________________________

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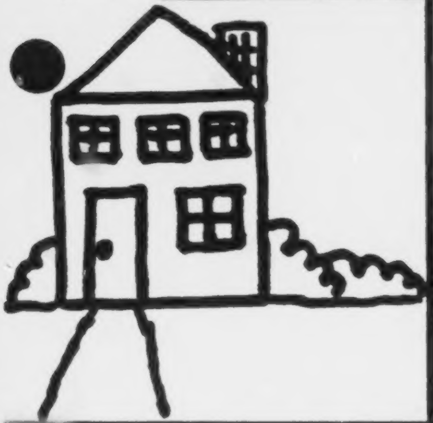
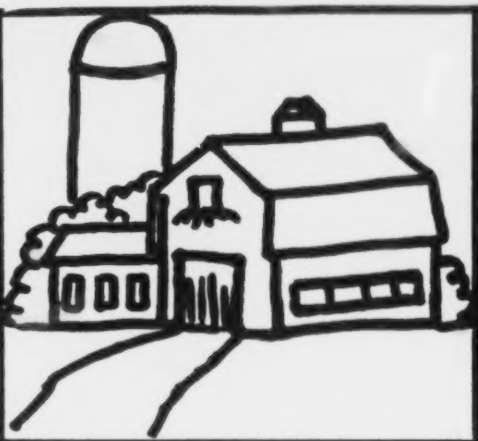
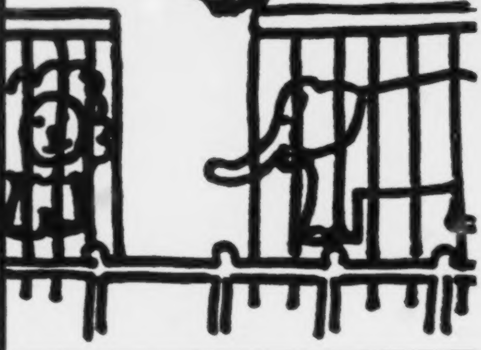


la maison



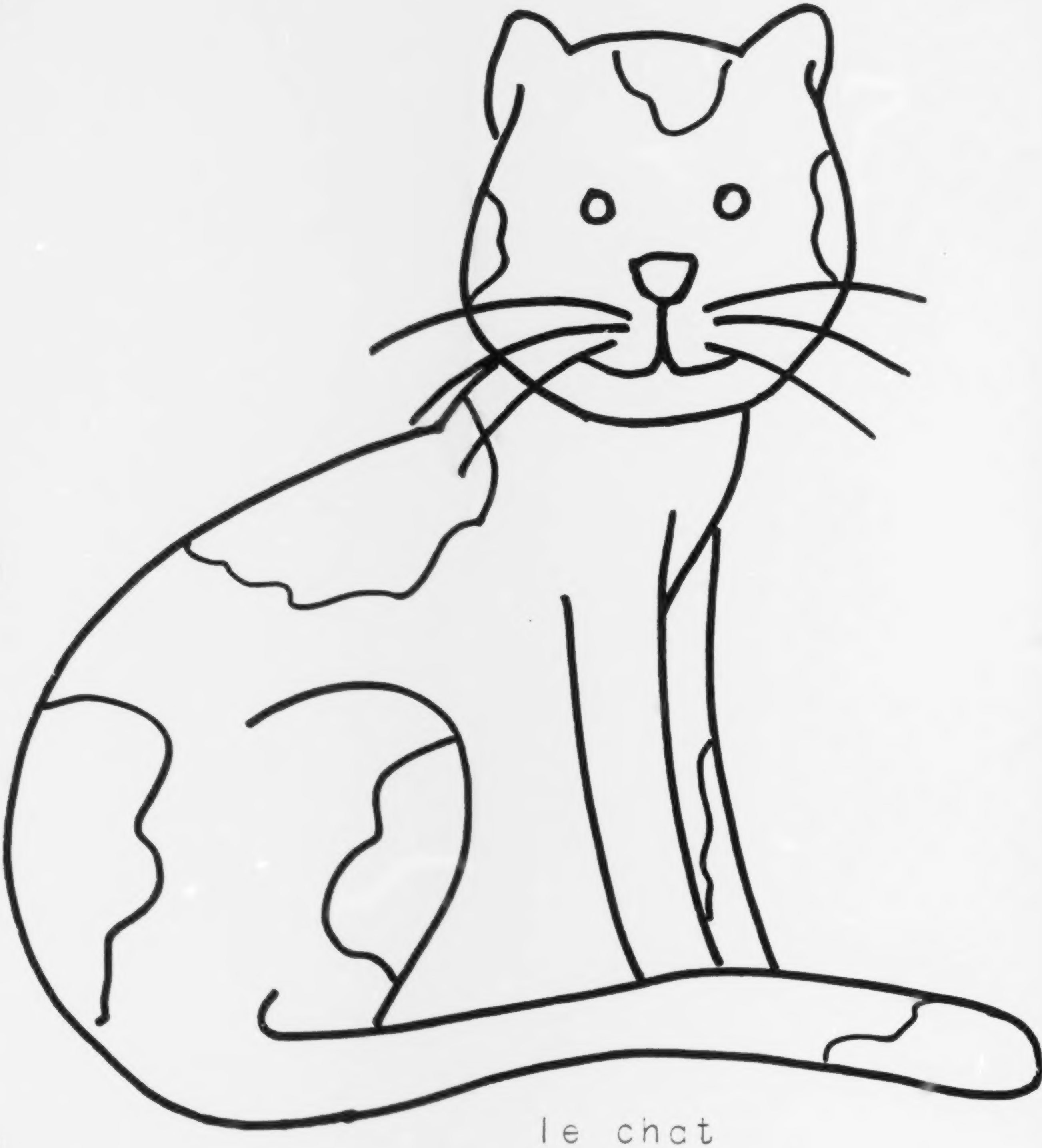
la ferme



le zoo

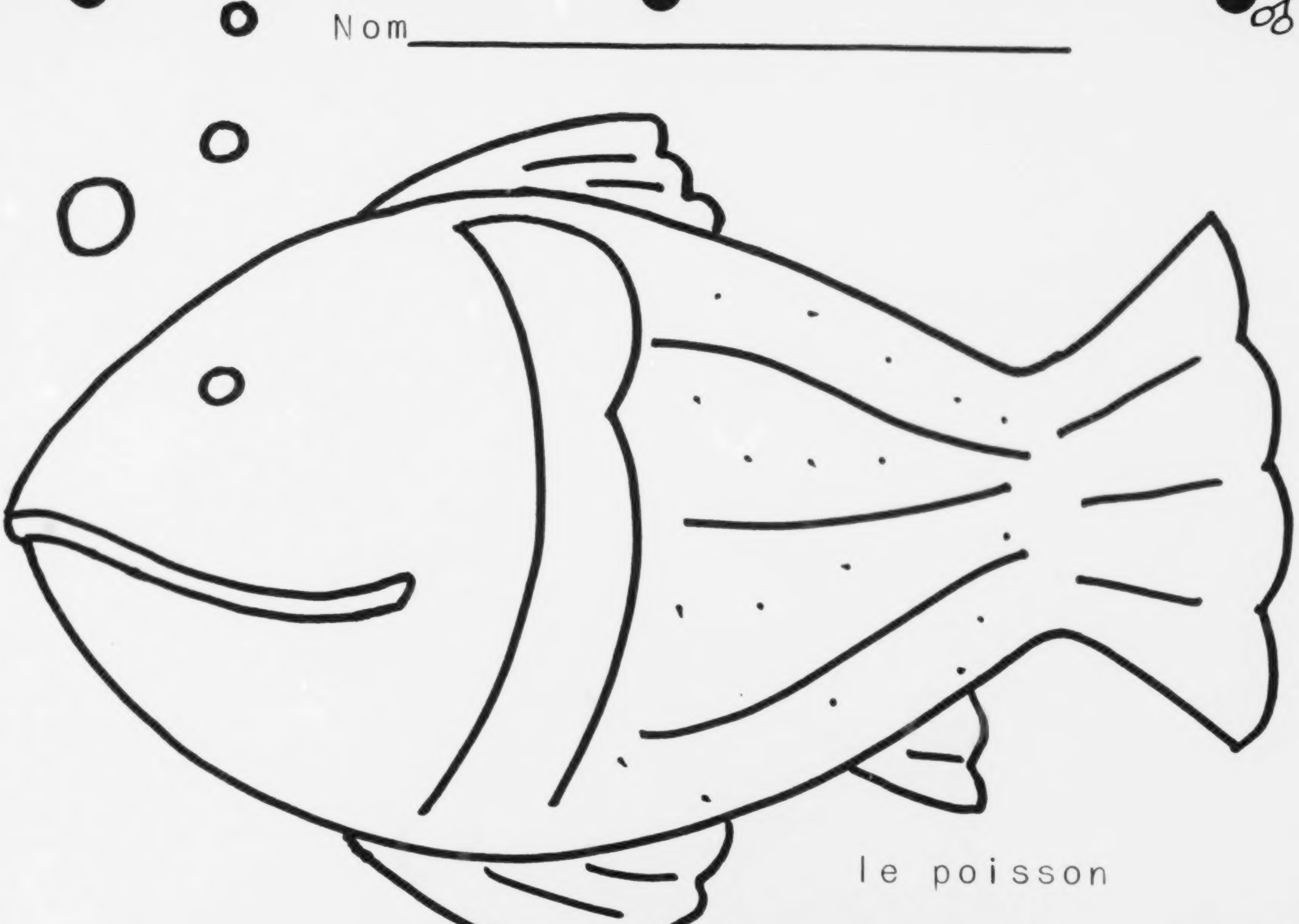
le chat	le cochon	le tigre
la poule	le lion	le singe
le chien	l'éléphant	le cheval
le poisson	la vache	l'ours

Nom____________________________________



le chat

Nom________________________

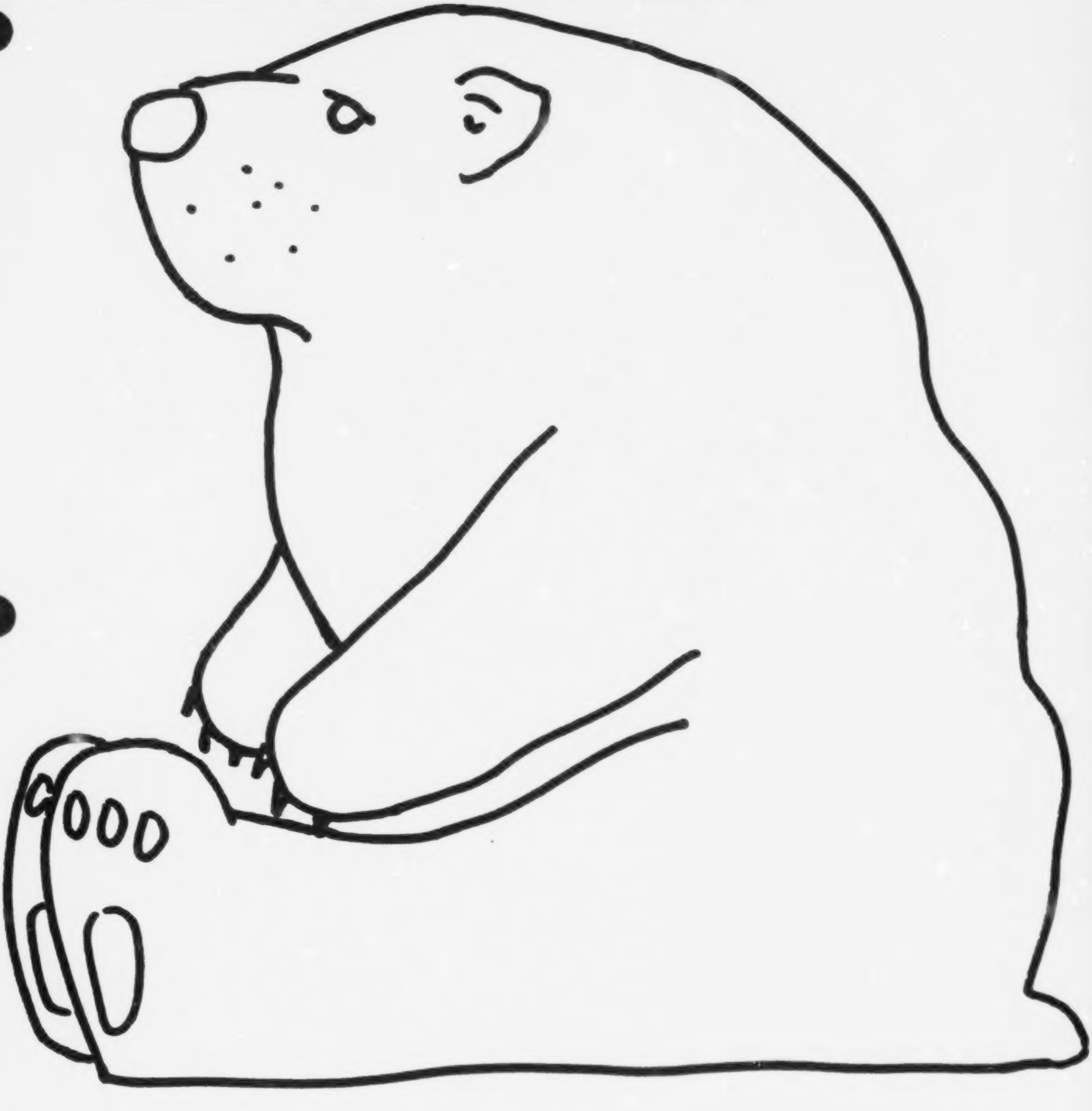


le poisson

MPS- 114

MPS- 115

Nom________________________________

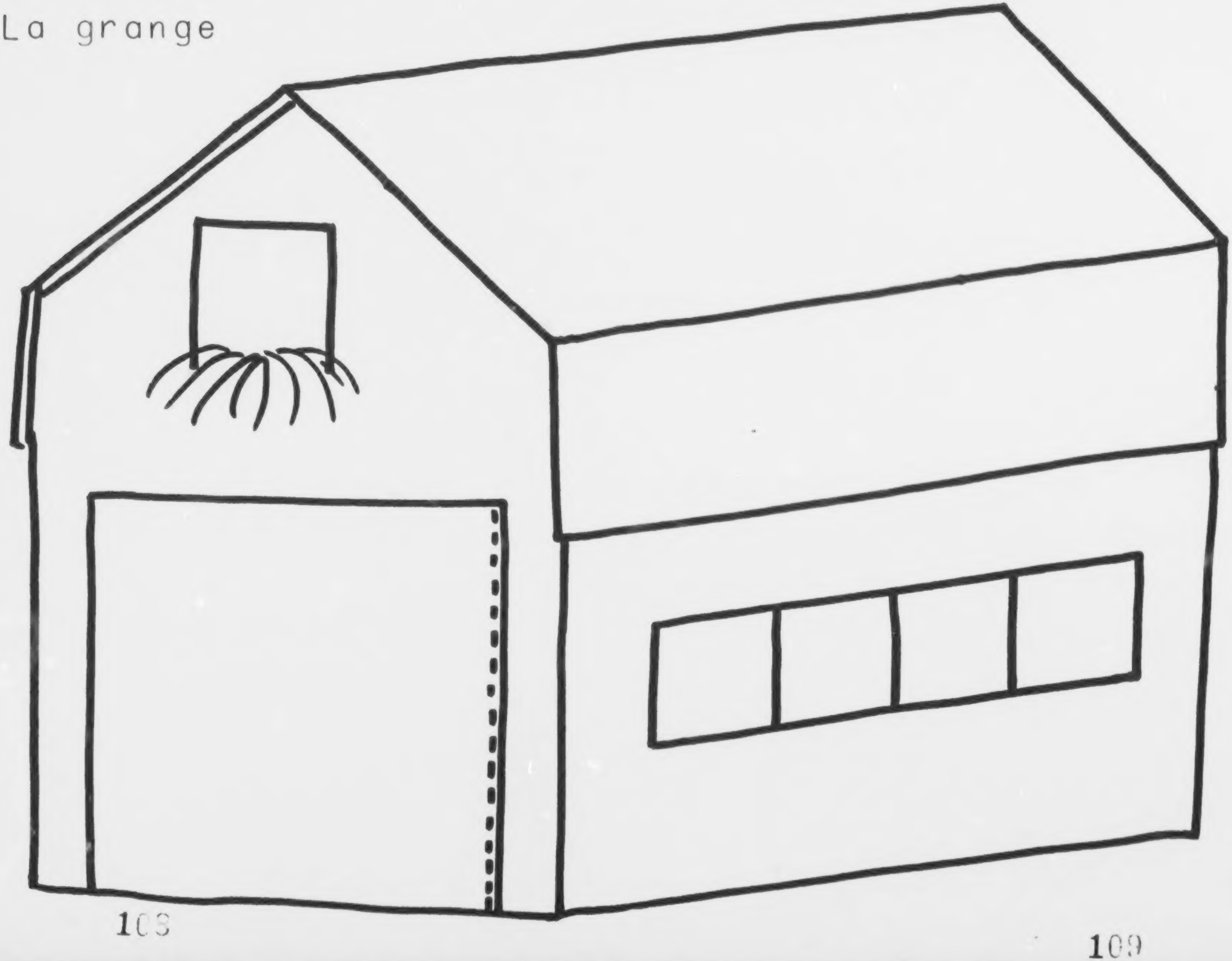


l'ours

Les Lieux

Nom ______________________

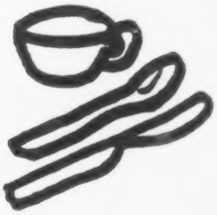
La grange

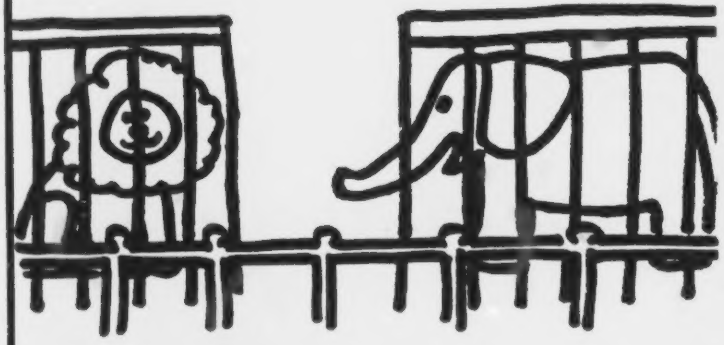


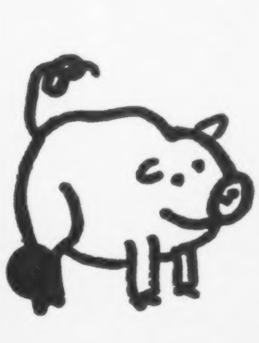
MPS- 117

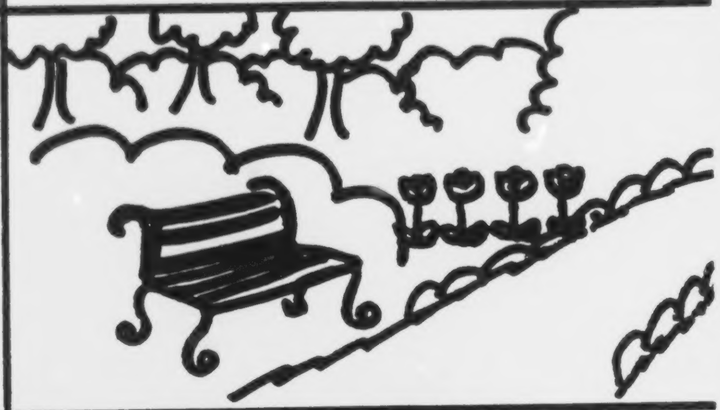
MPS- 119

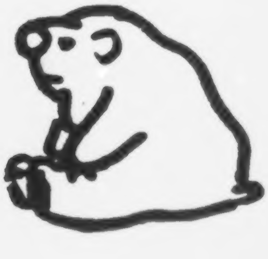
Nom ______________________________

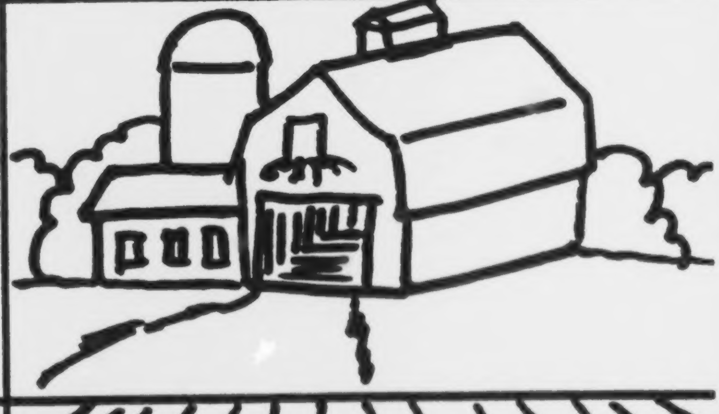


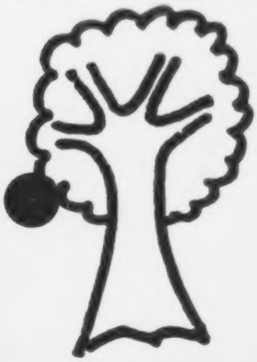


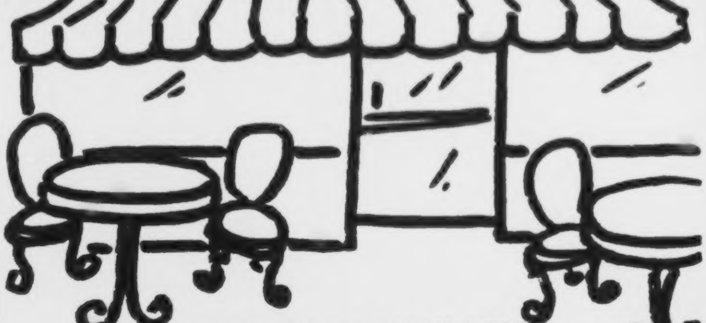












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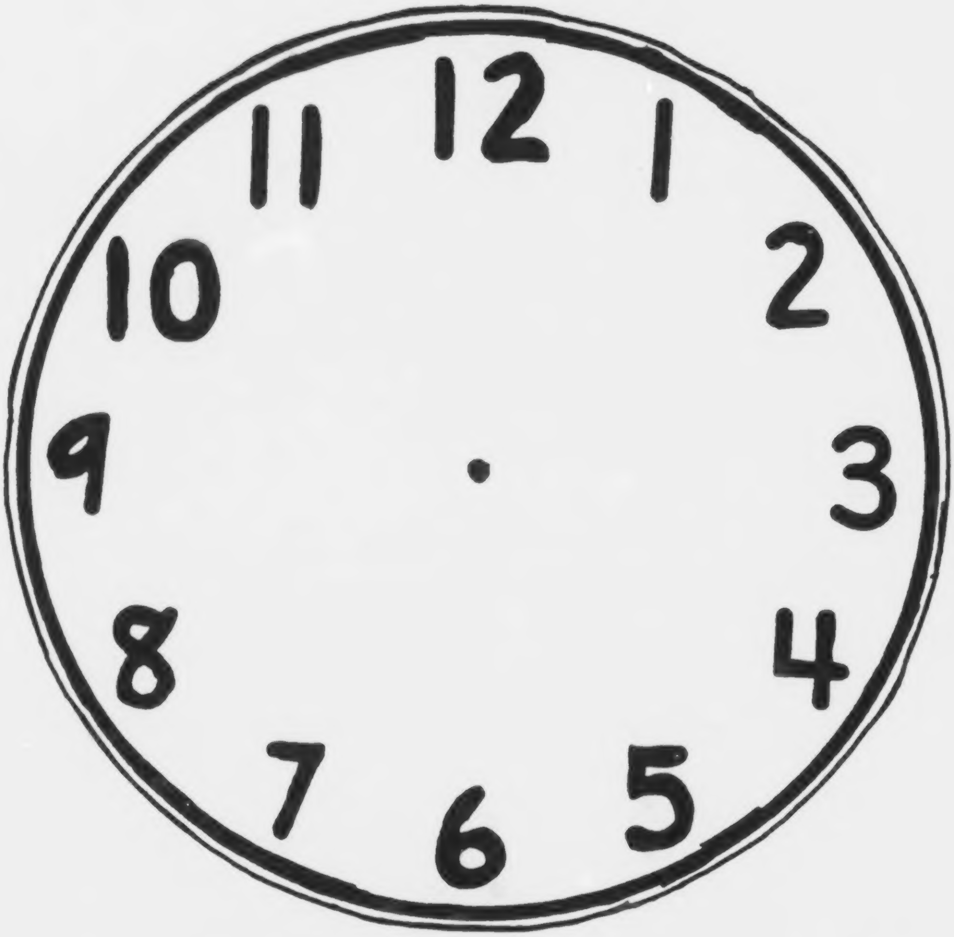
Les Horloges


12
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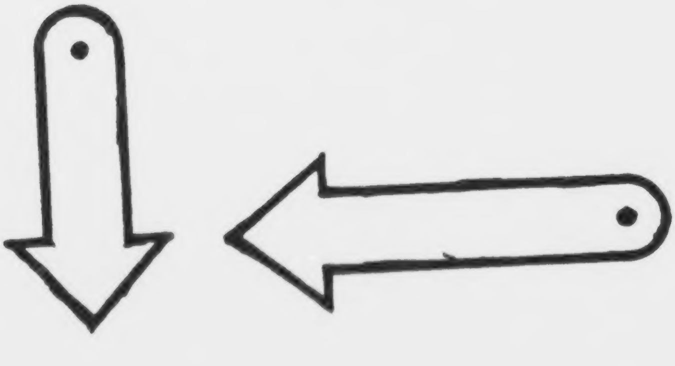
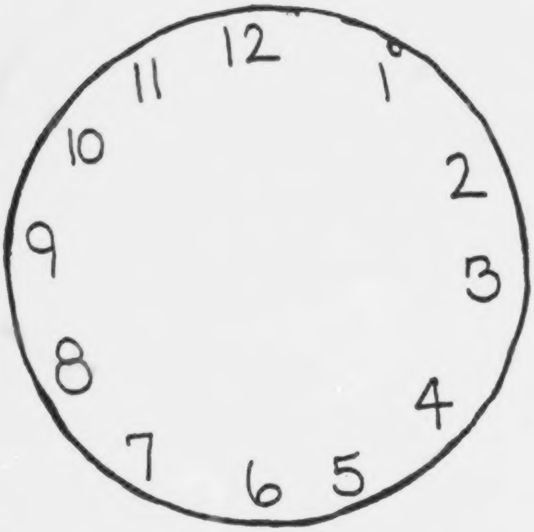
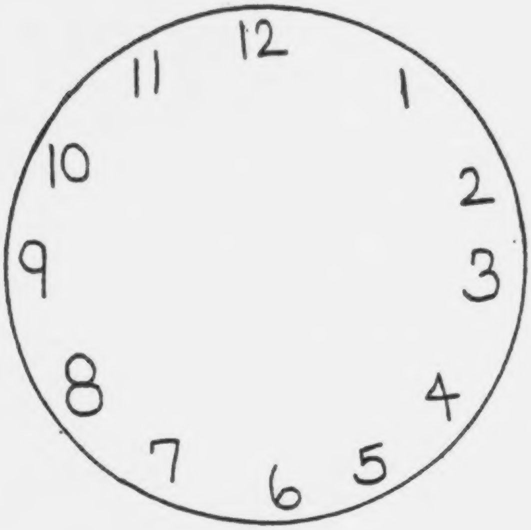
11







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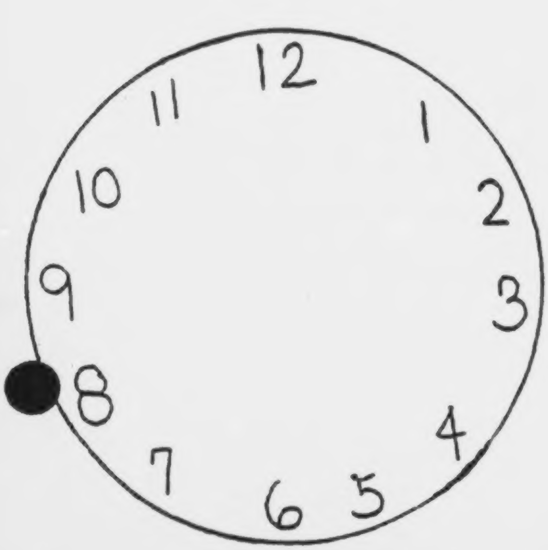
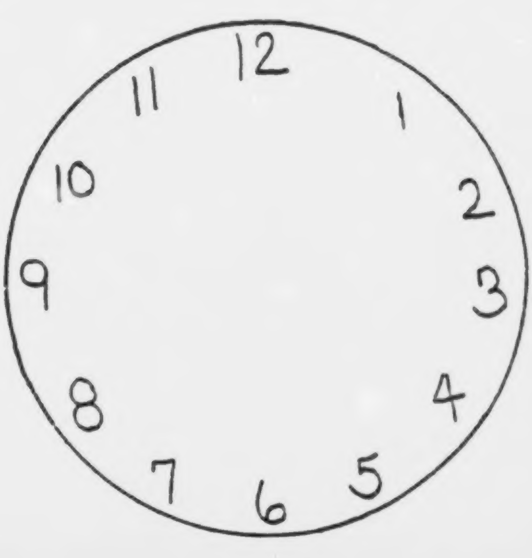
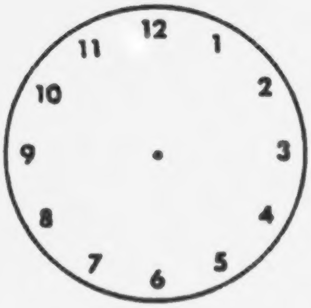
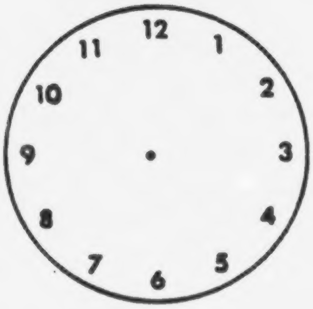
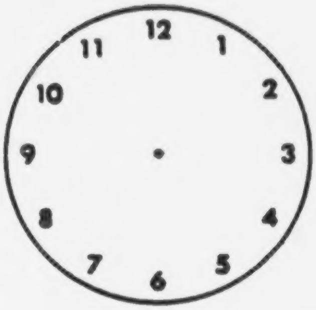
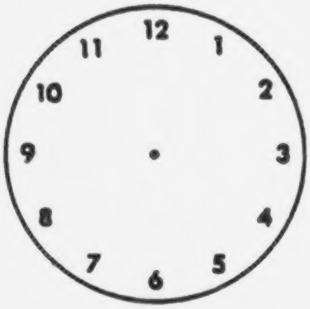


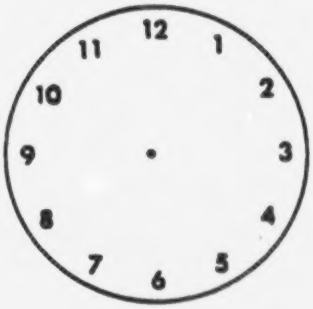


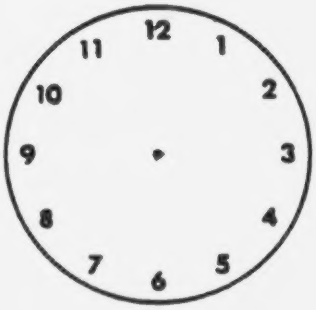


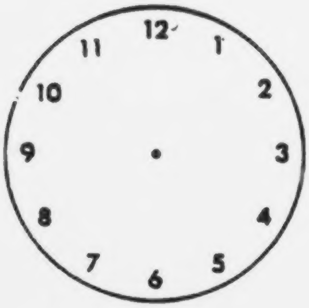


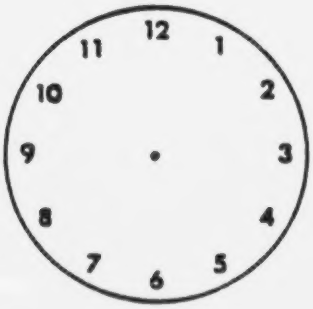


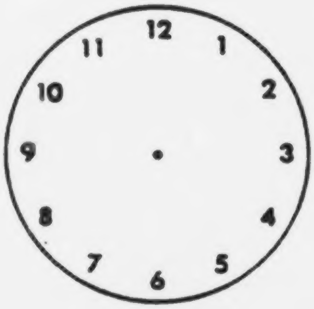












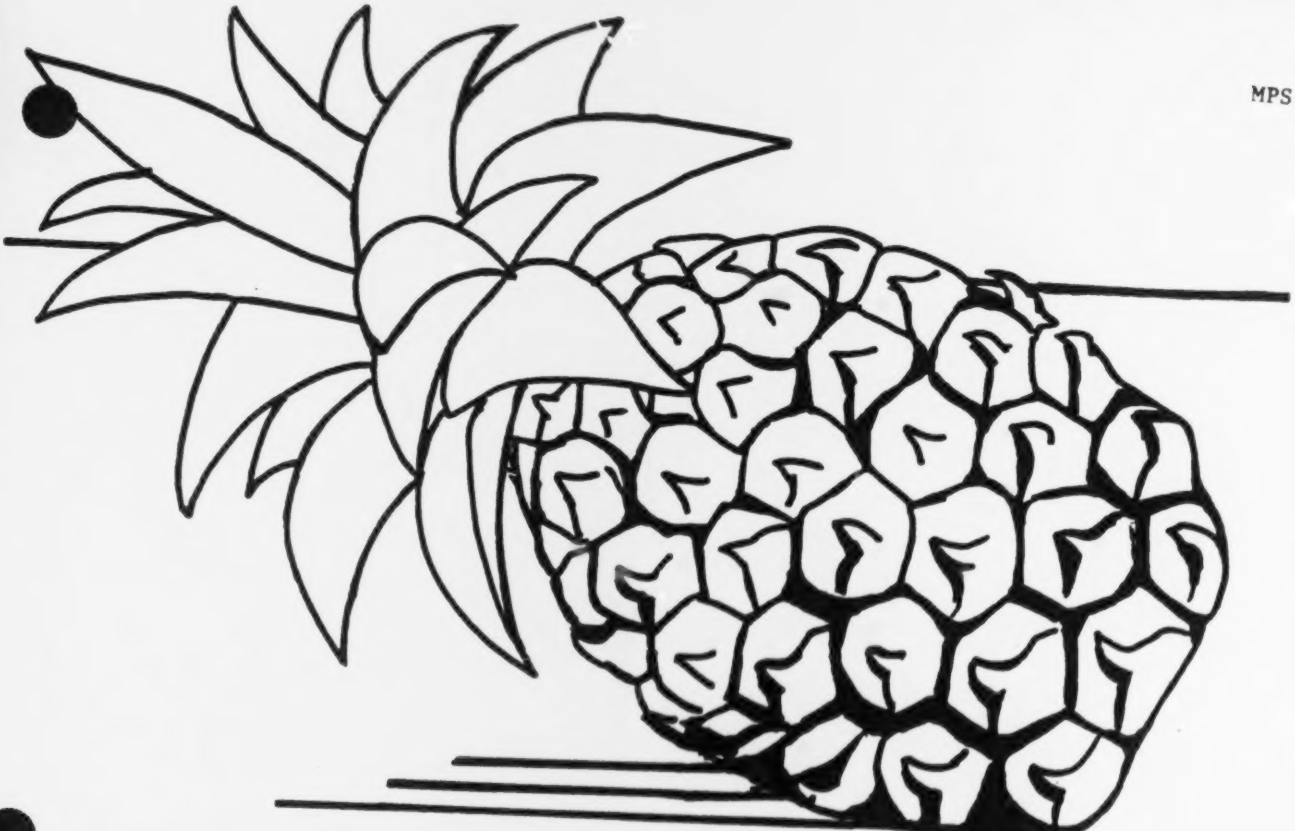
APPENDIX B

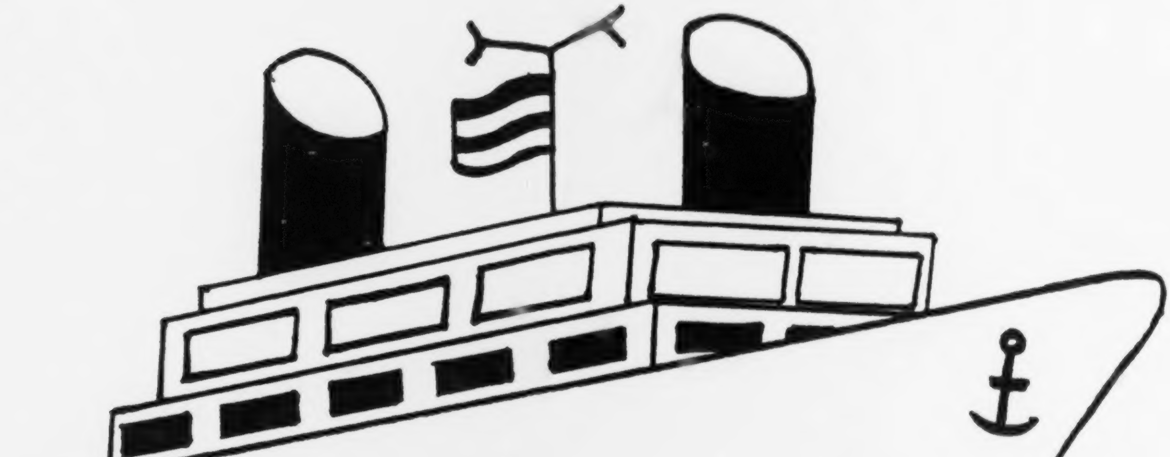
Visual Aids

Alphabet (Large and Small Size)

(See Page 5 for List of Words)

MPS- 131





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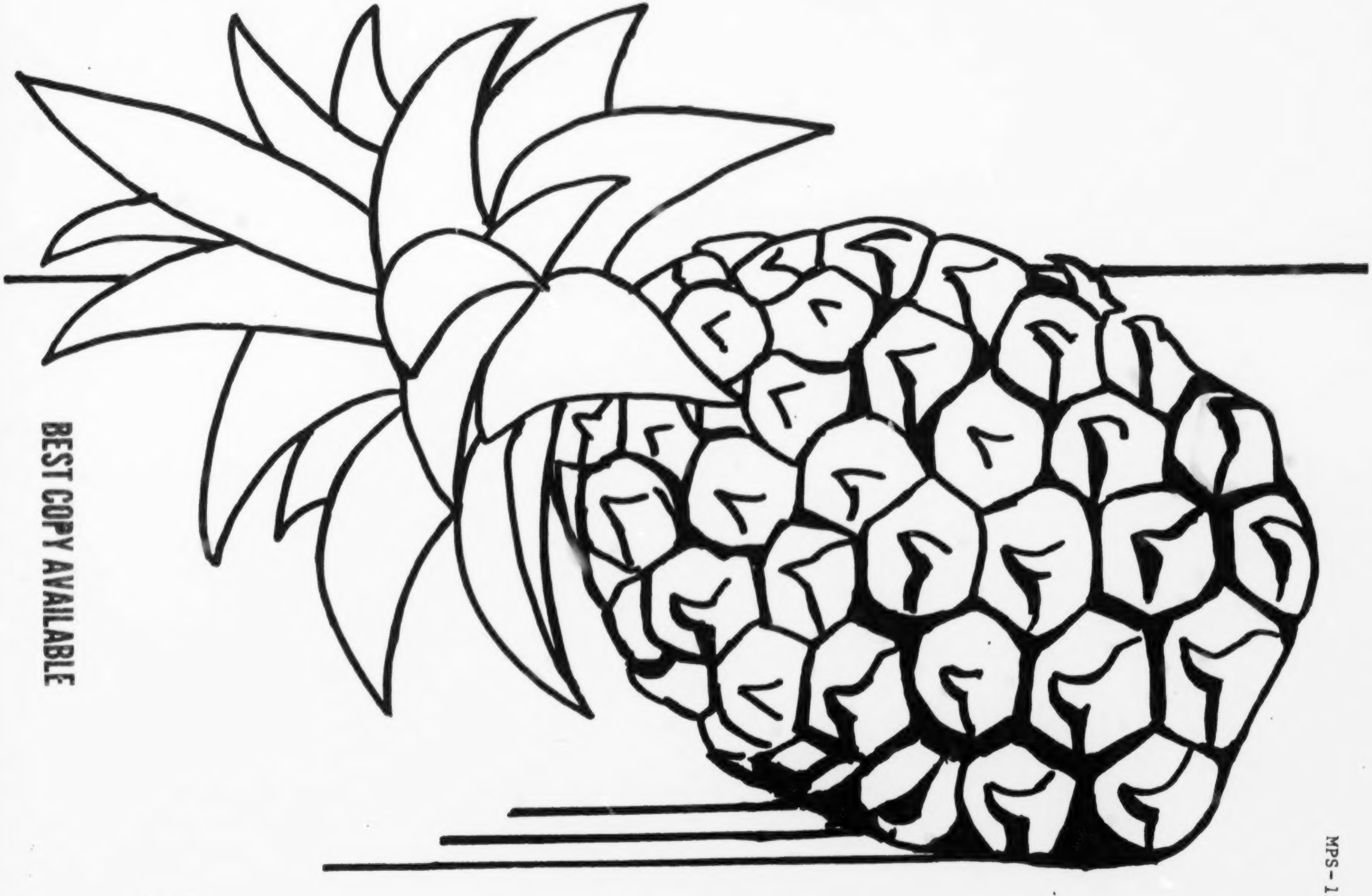

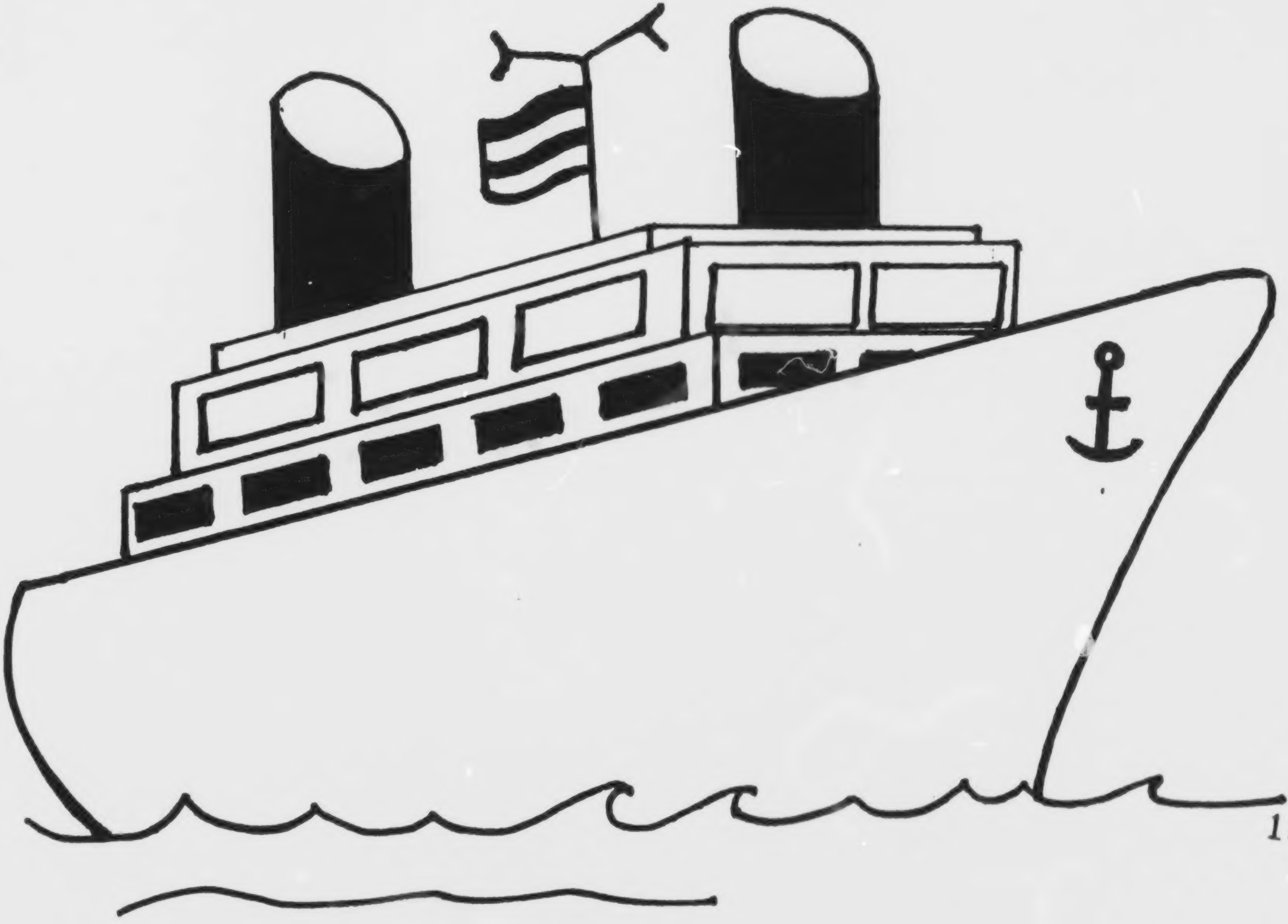

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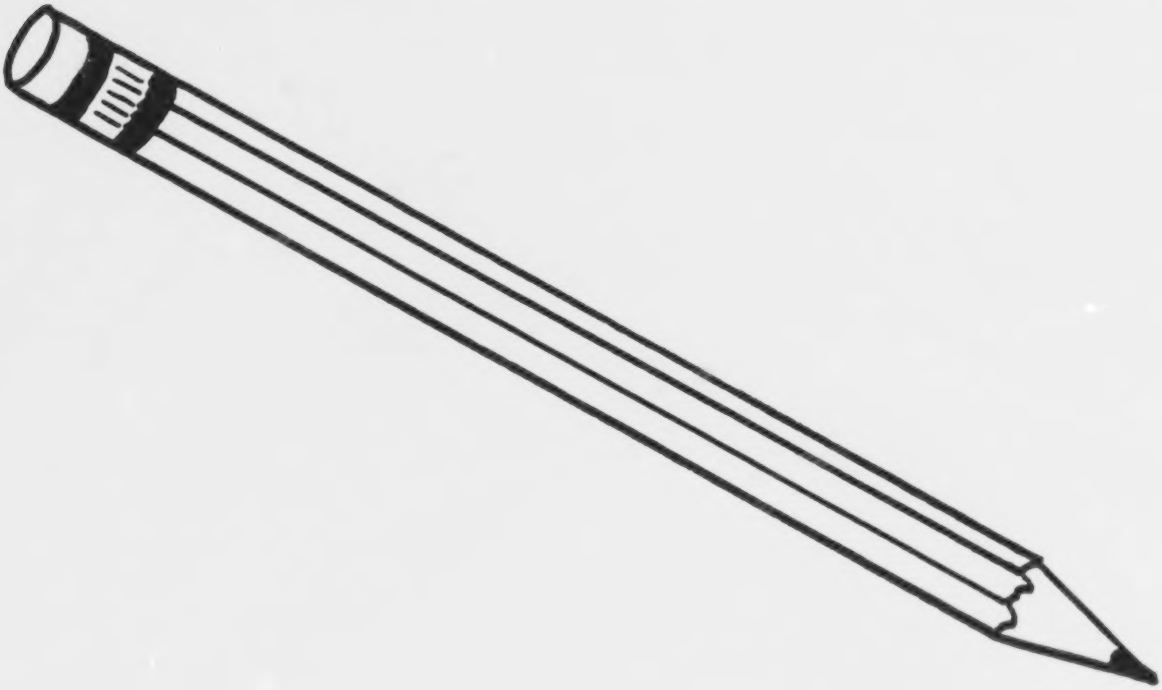
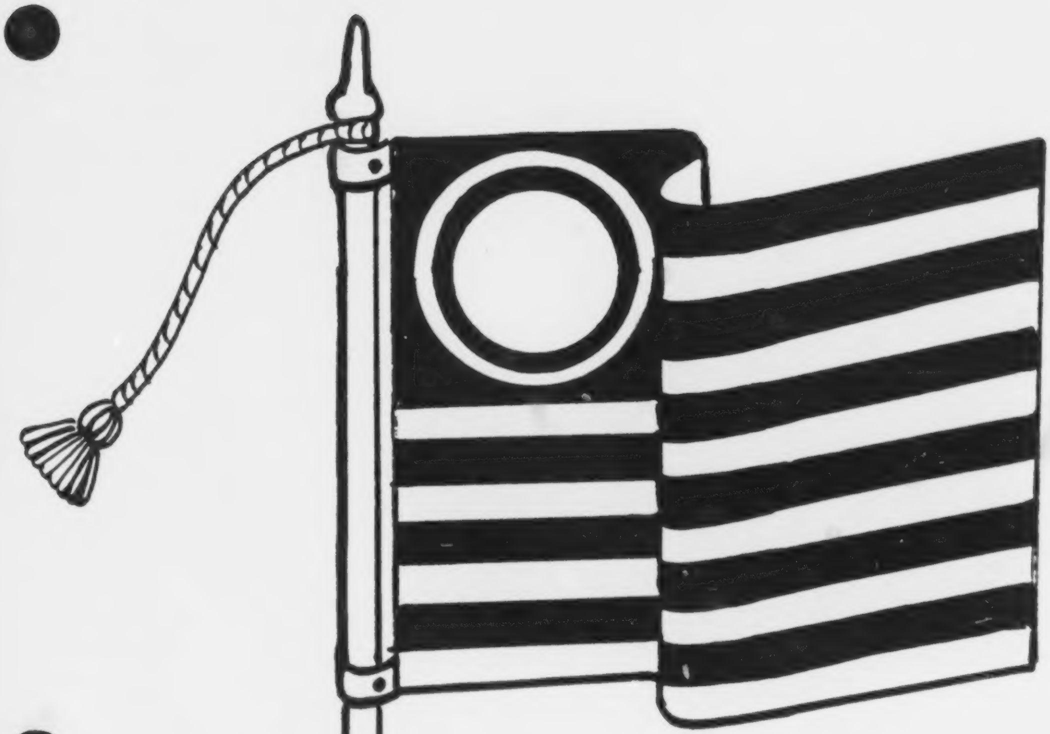
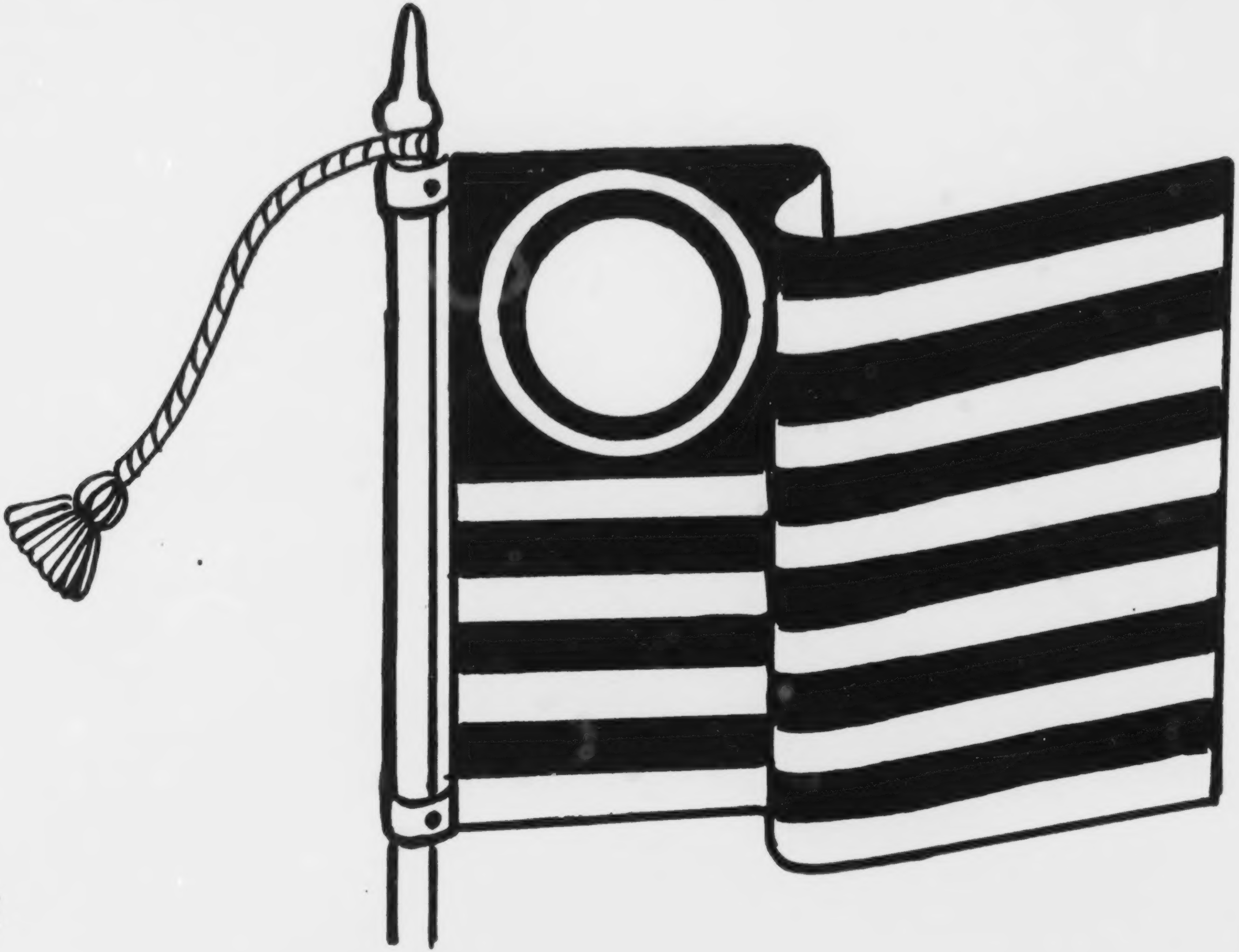




MPS- 132A

MPS- 132B



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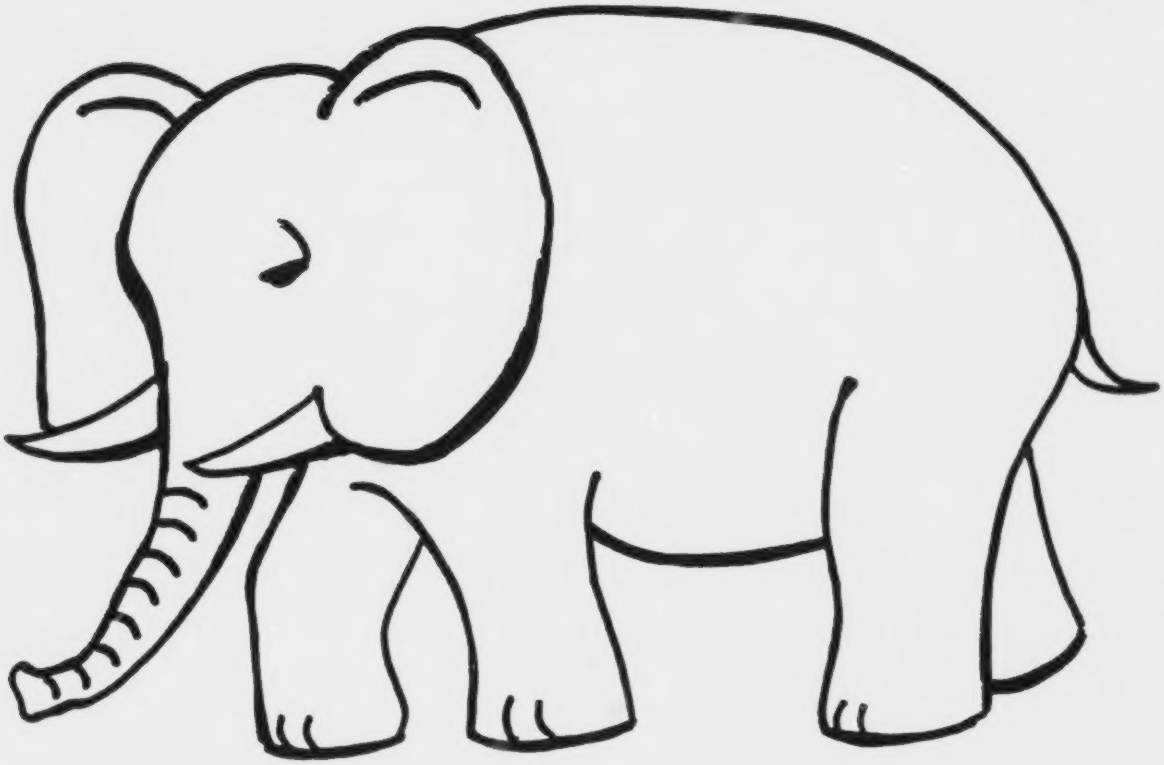

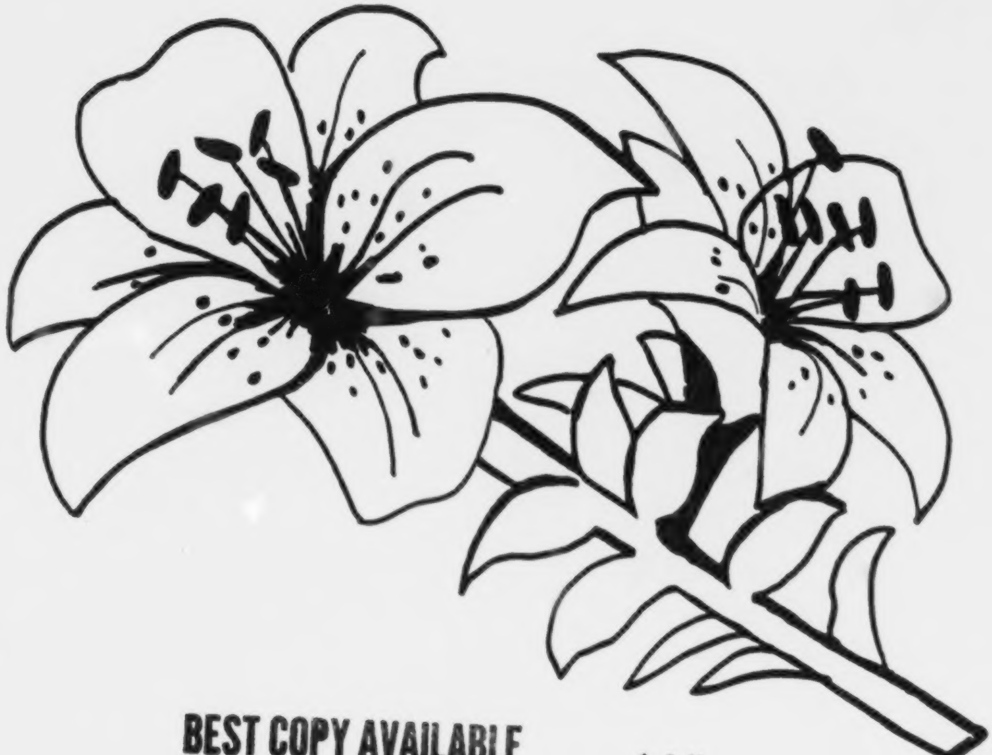

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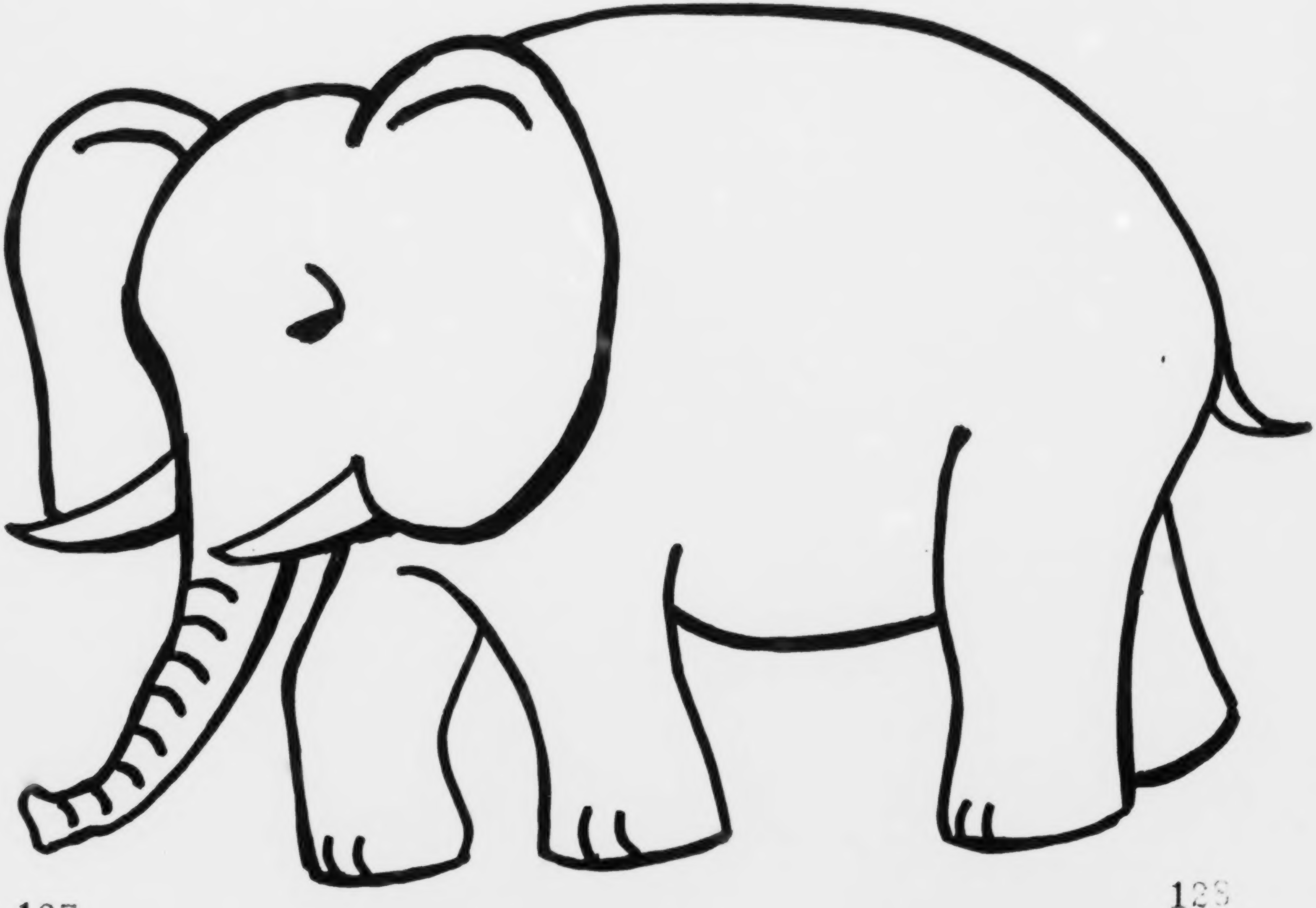
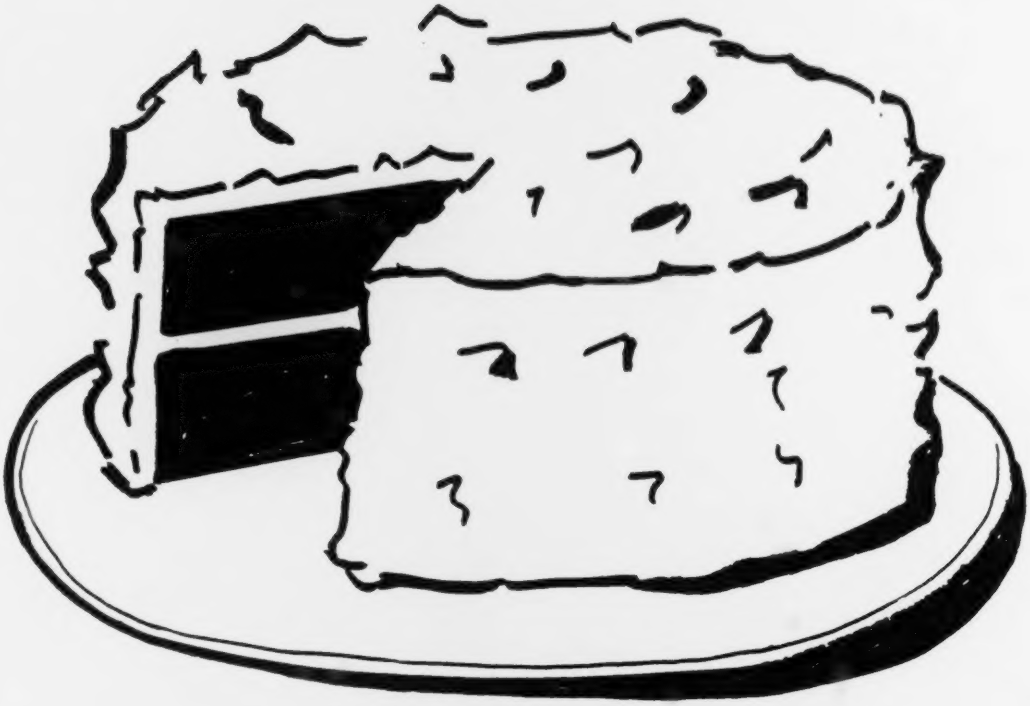
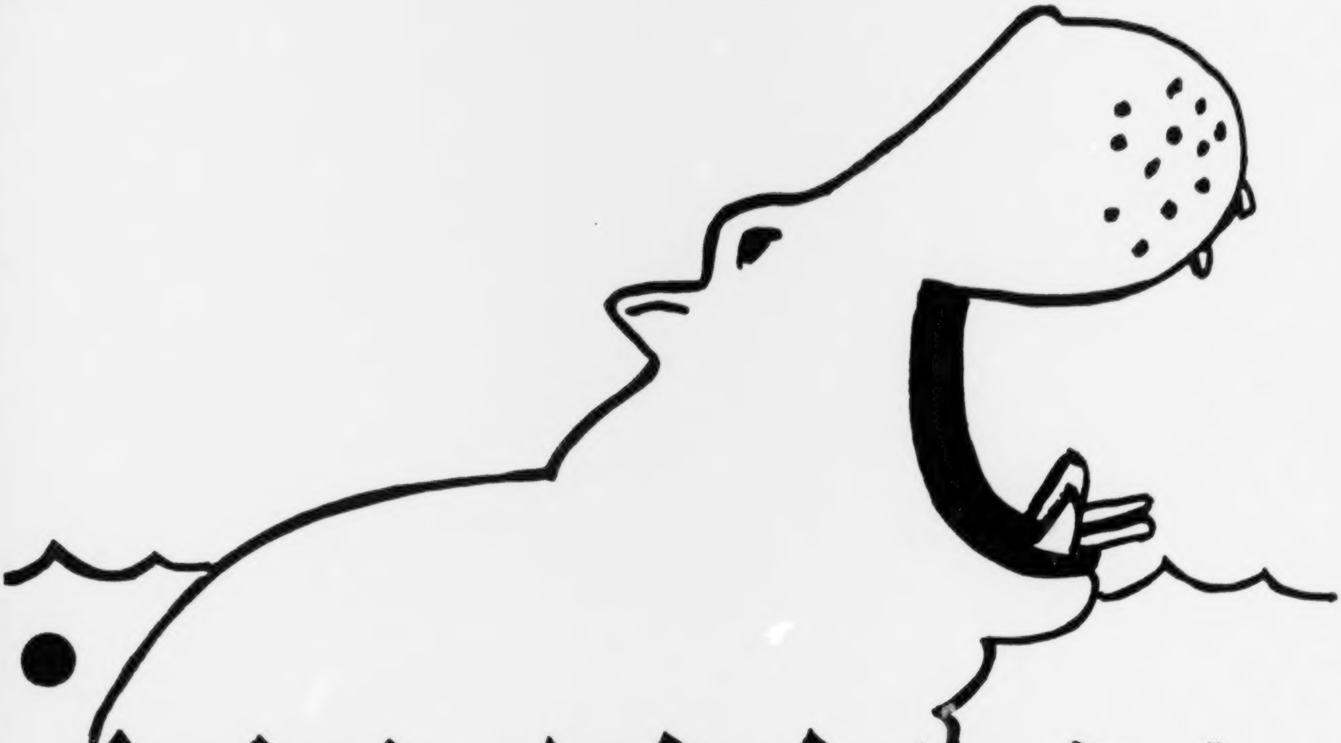
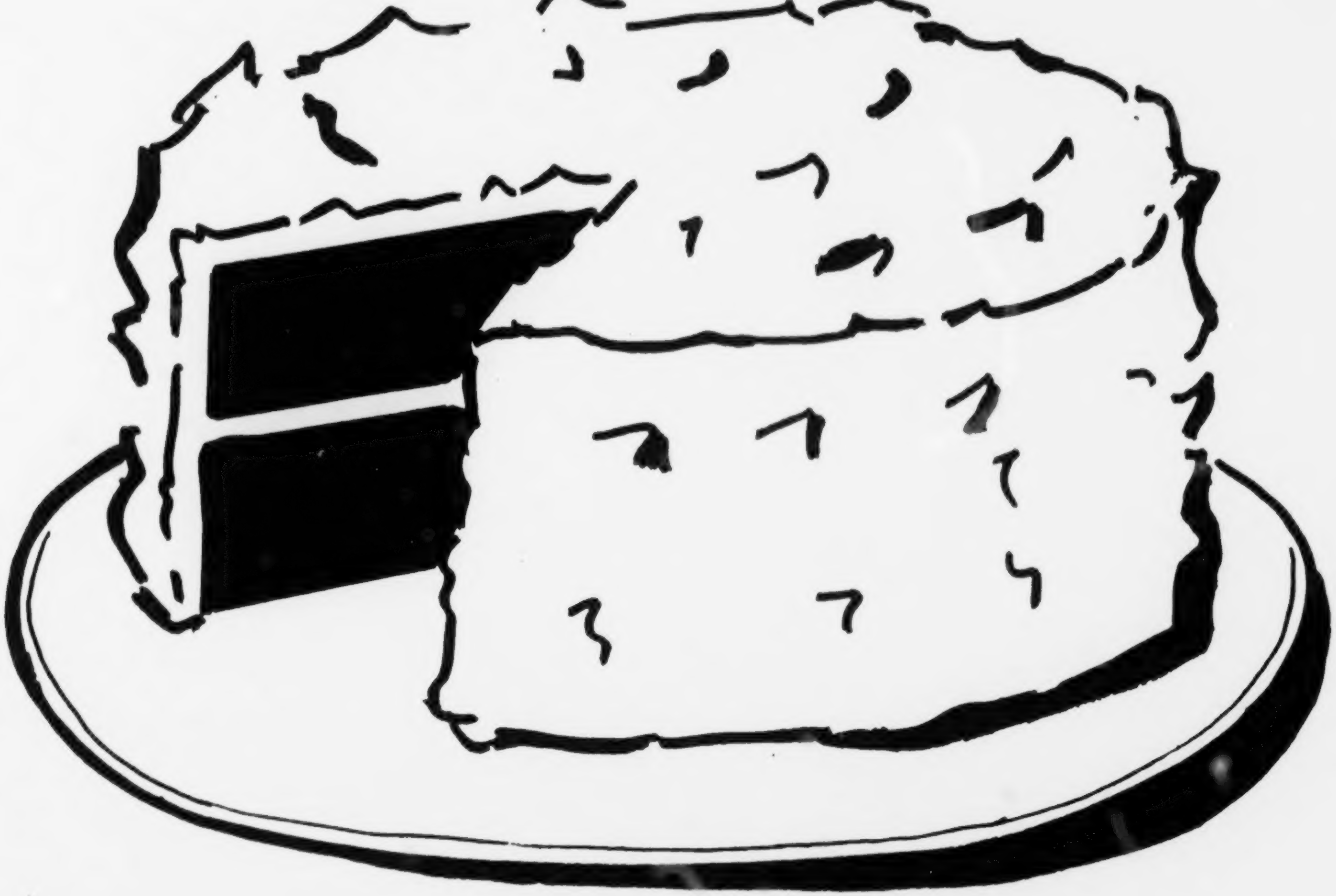






MPS- 134A



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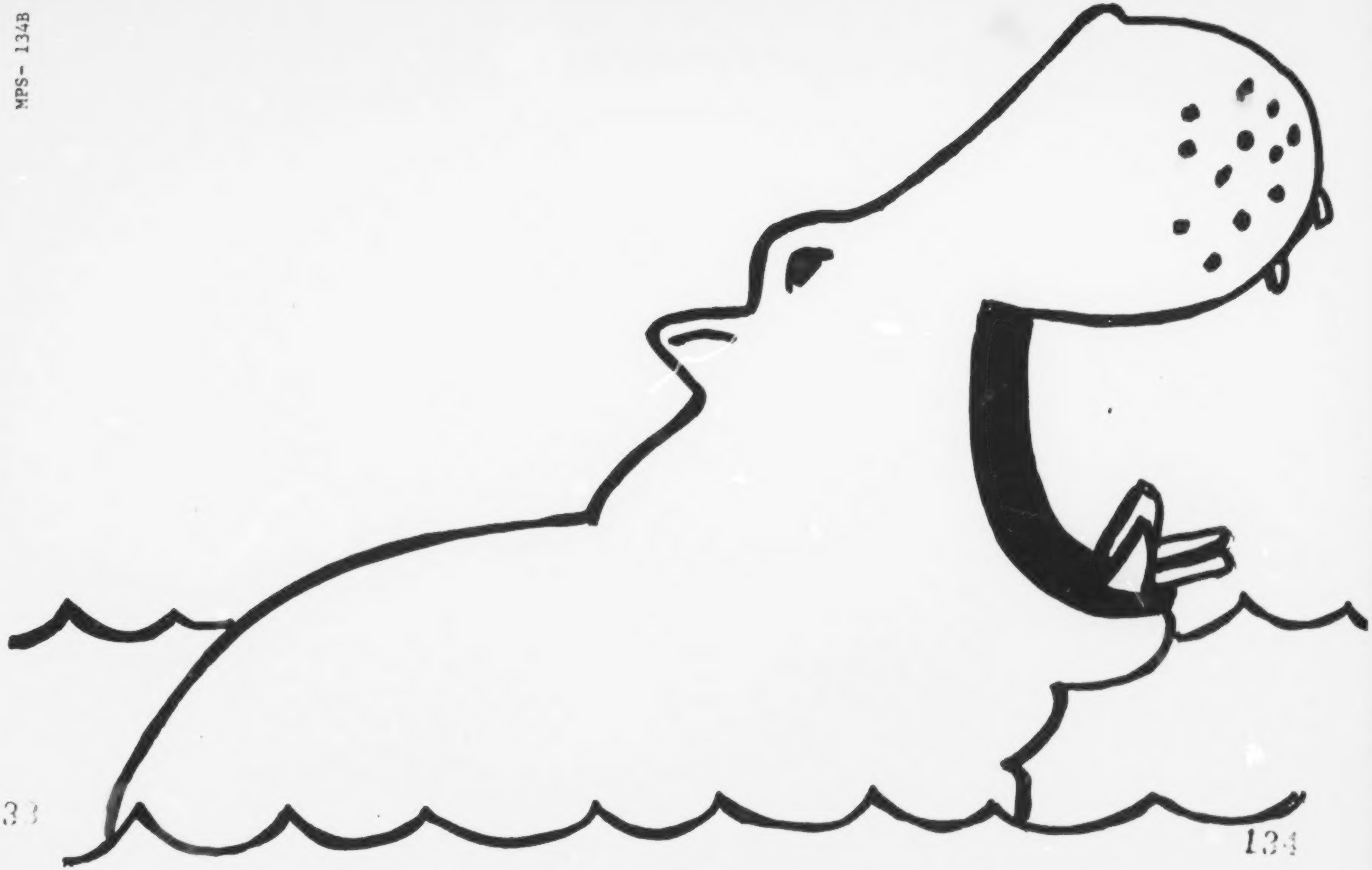
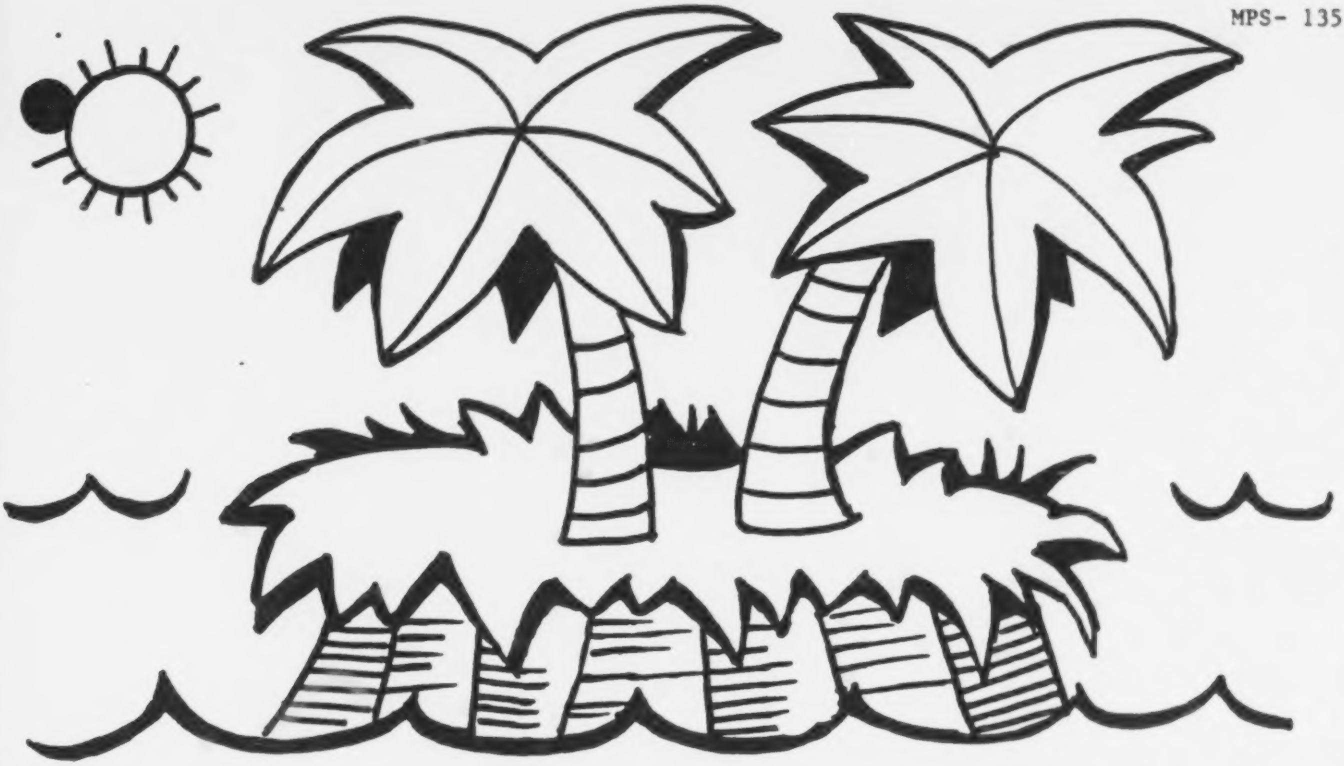
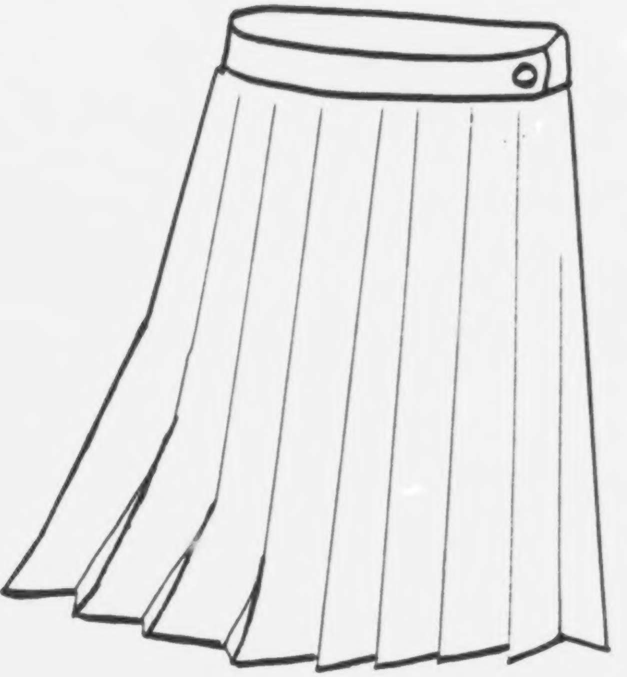
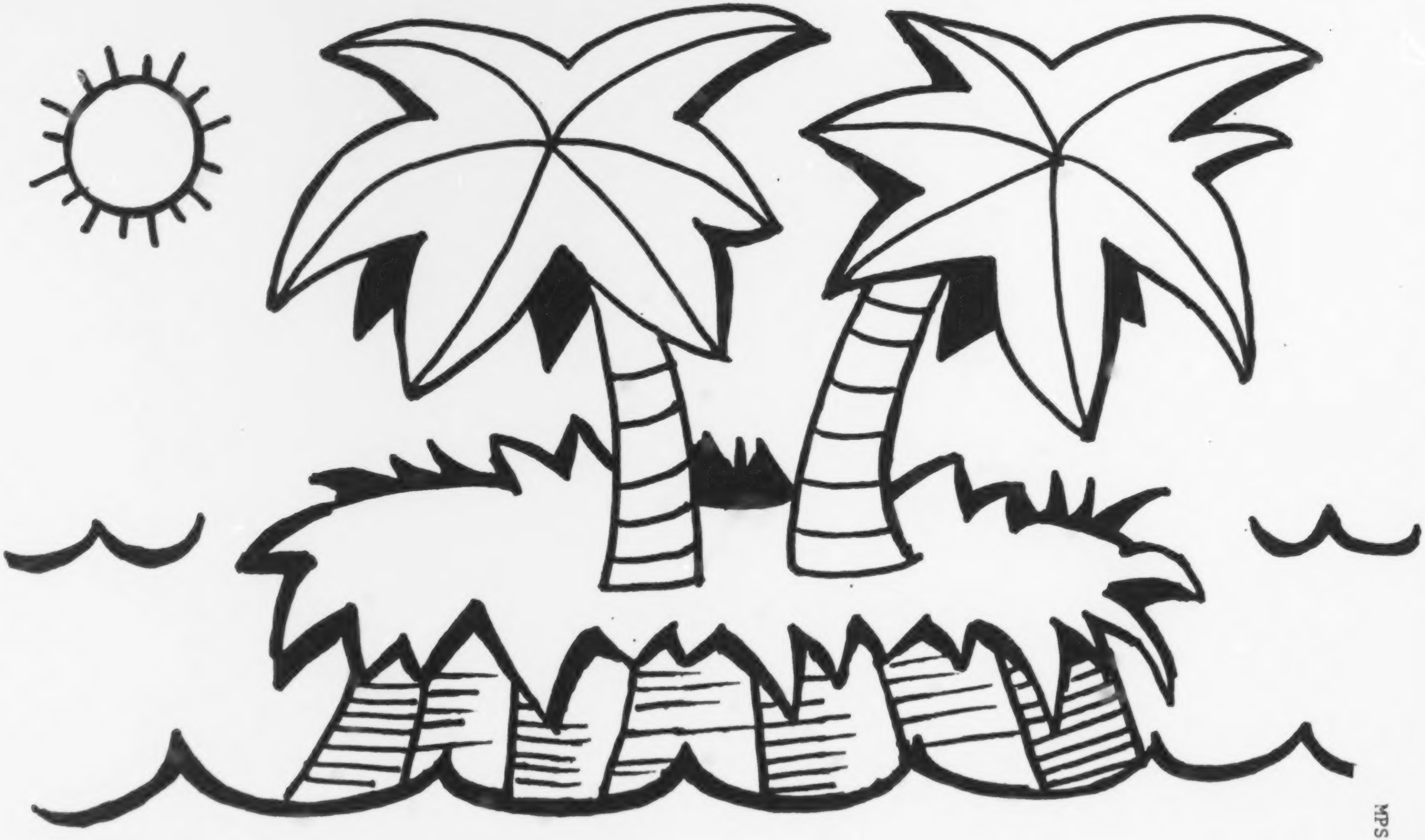


133

134







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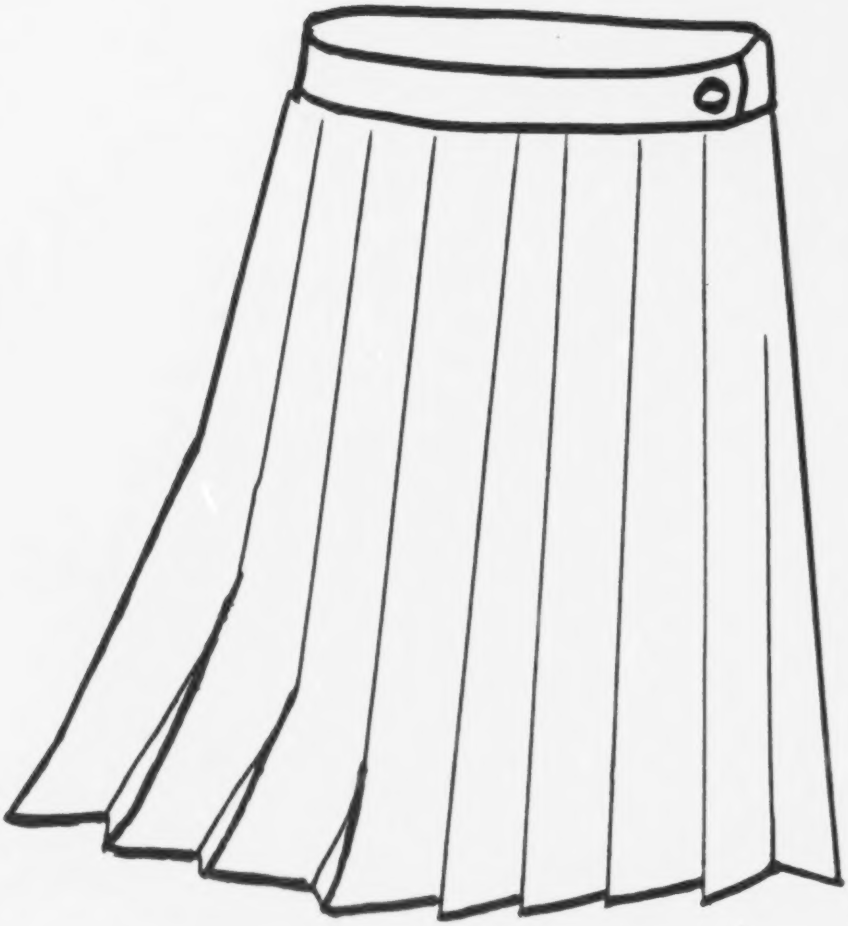

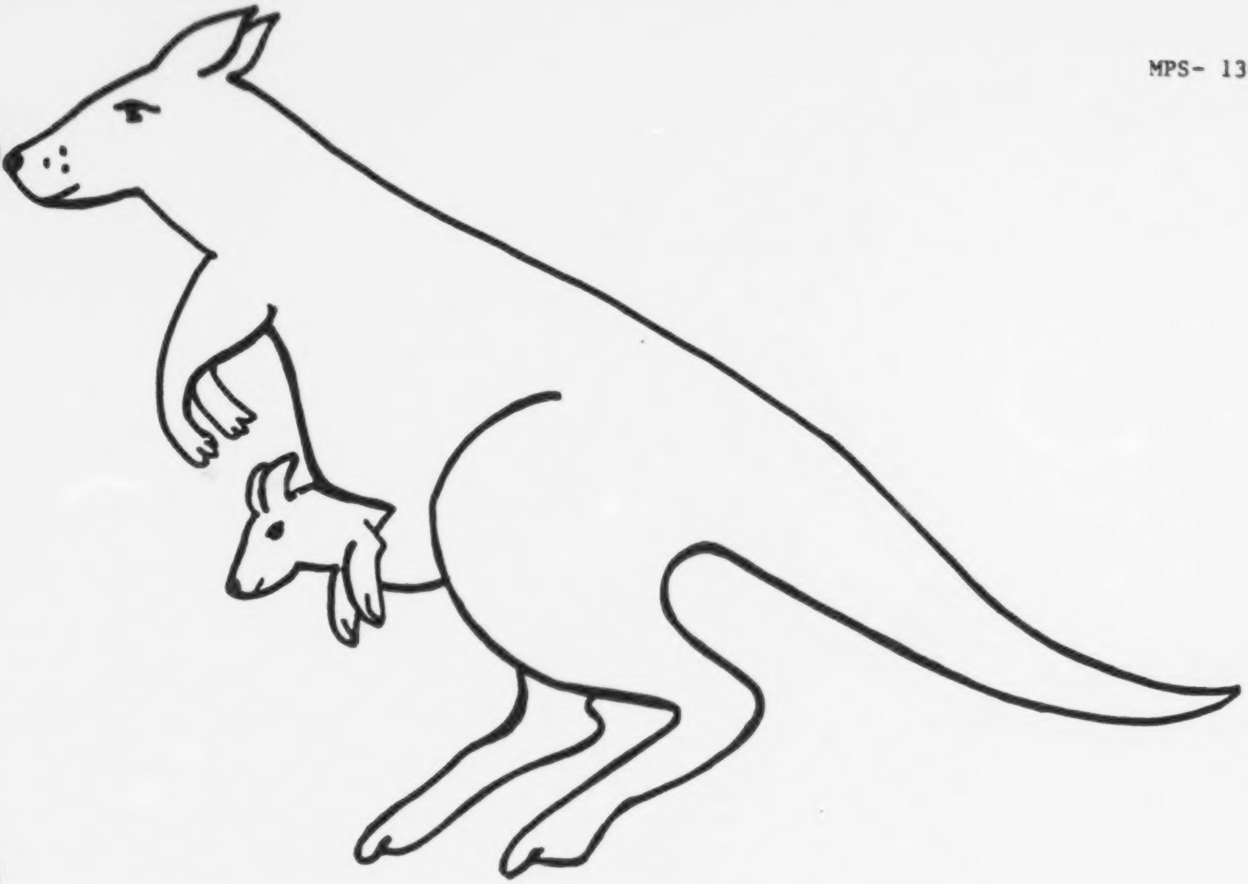

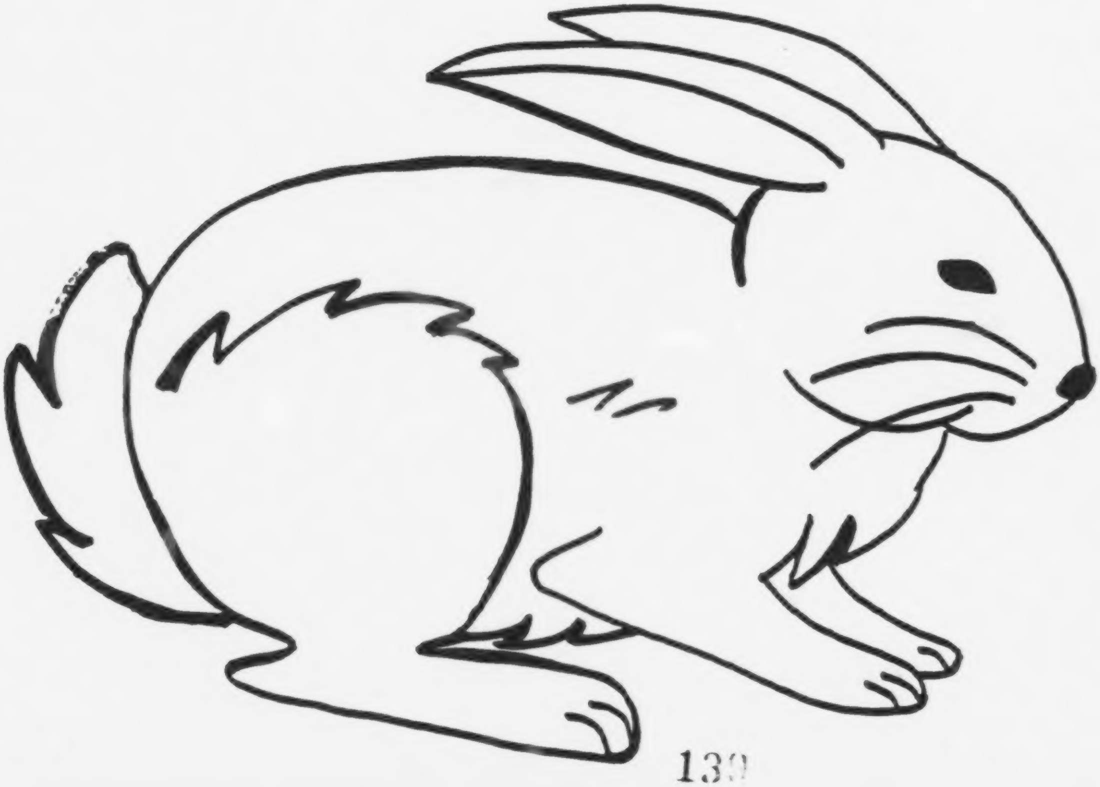

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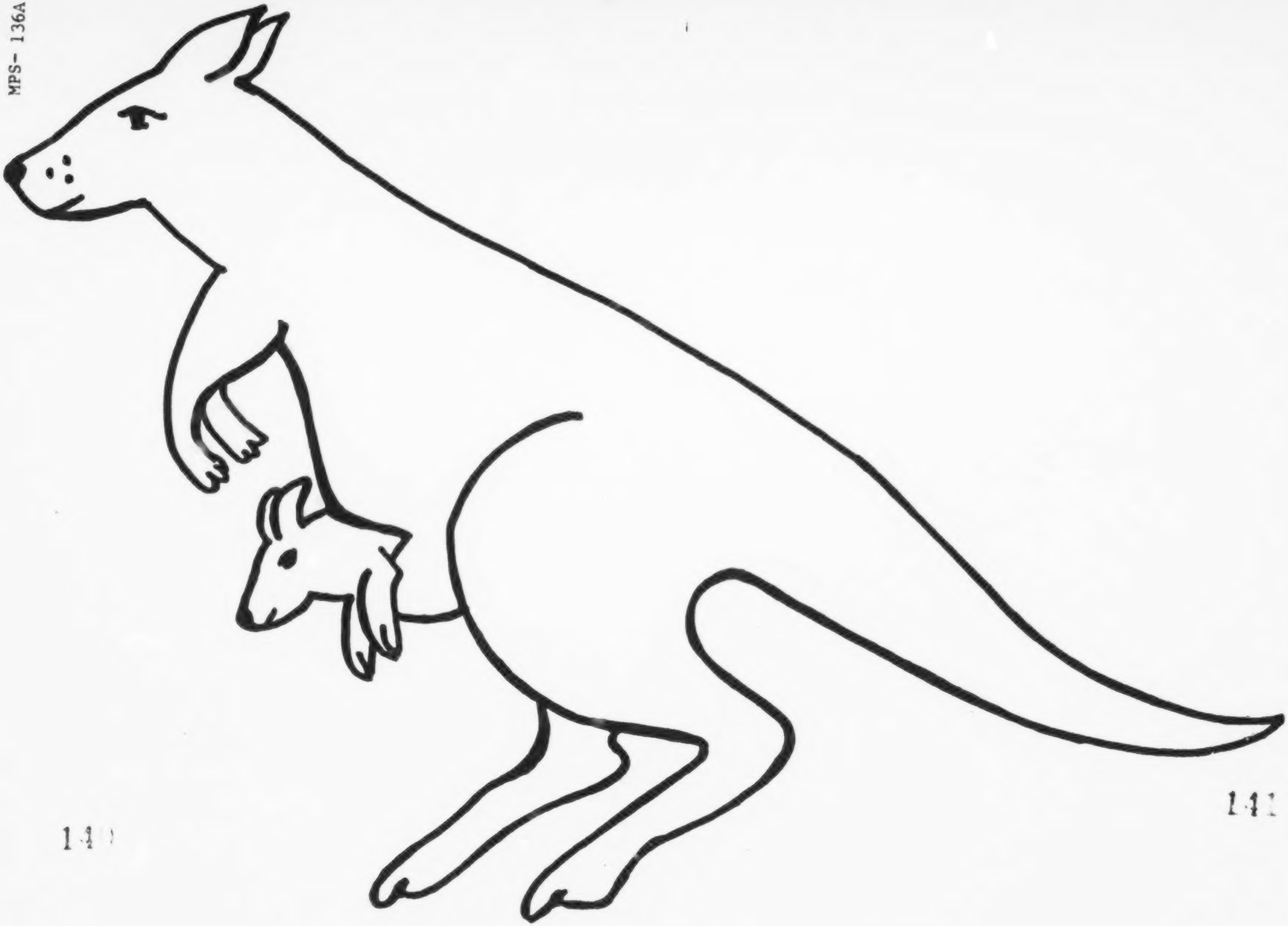

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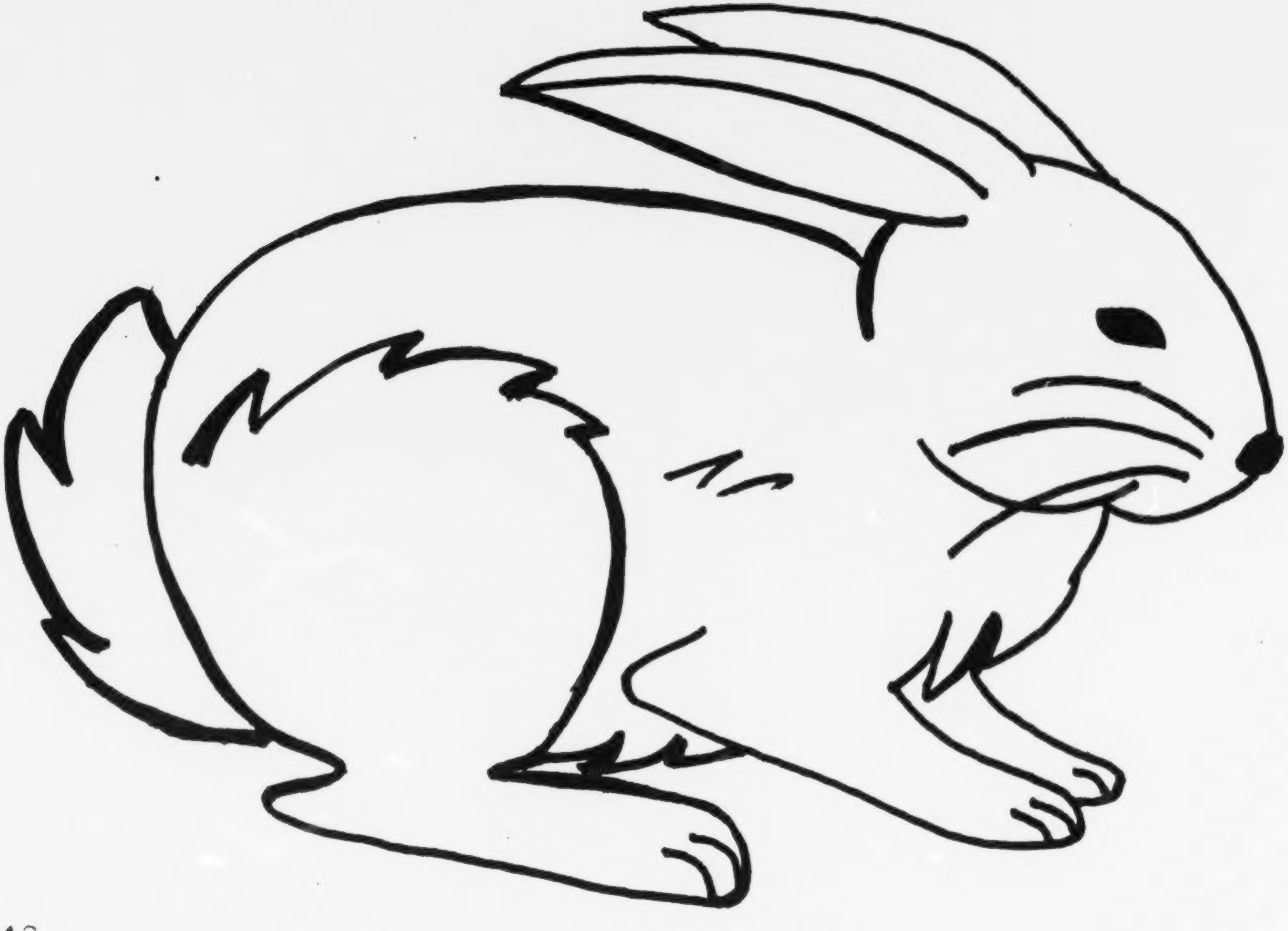

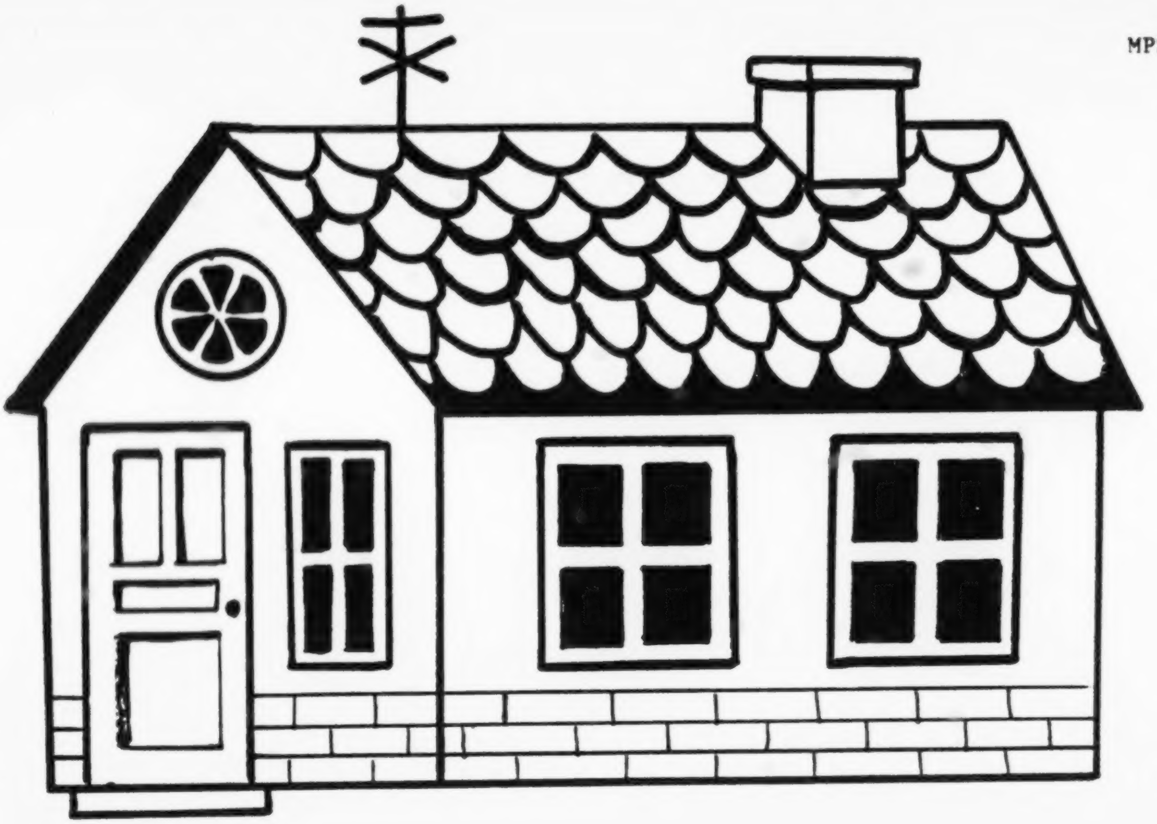

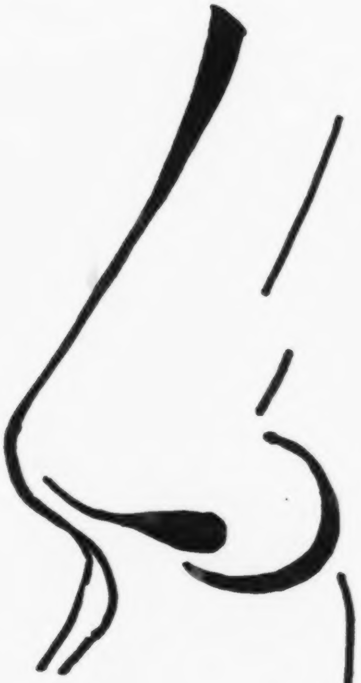

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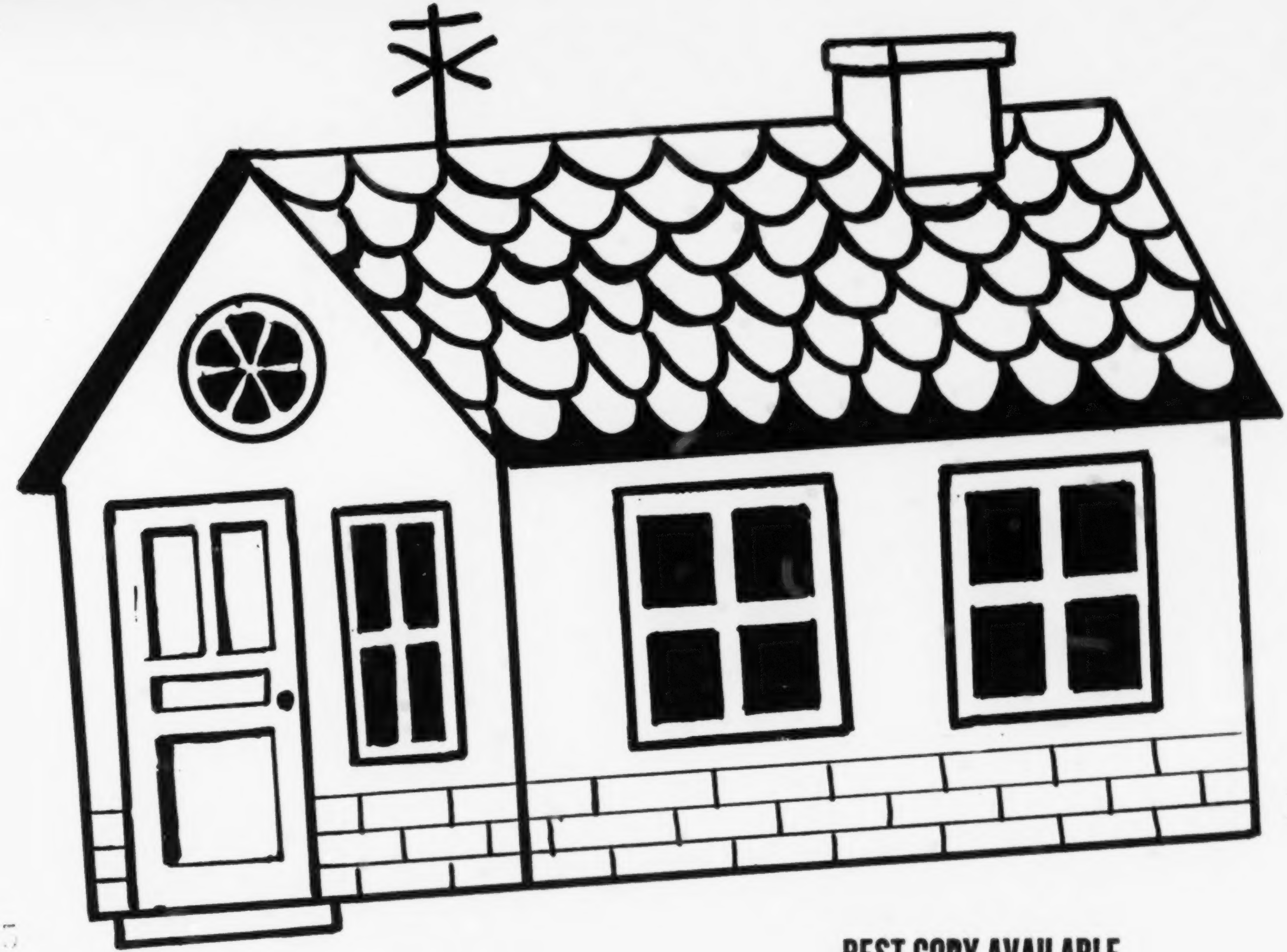

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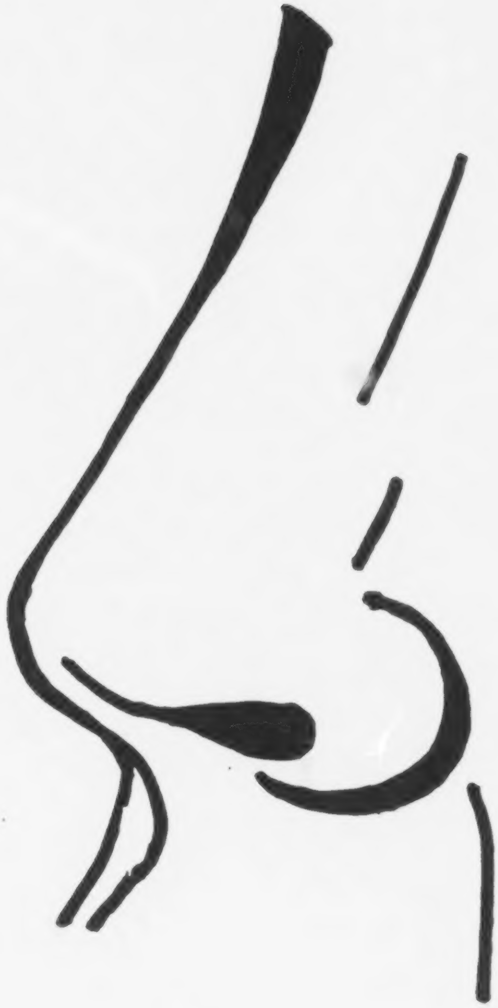
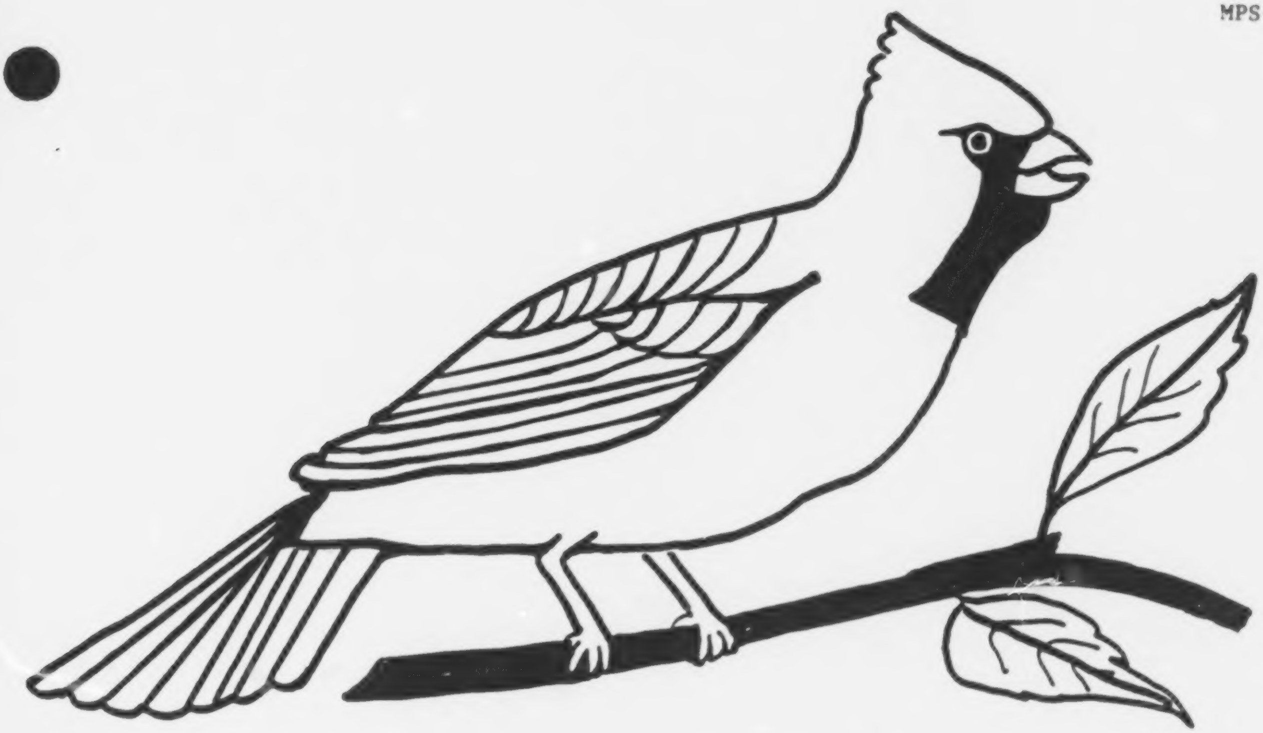
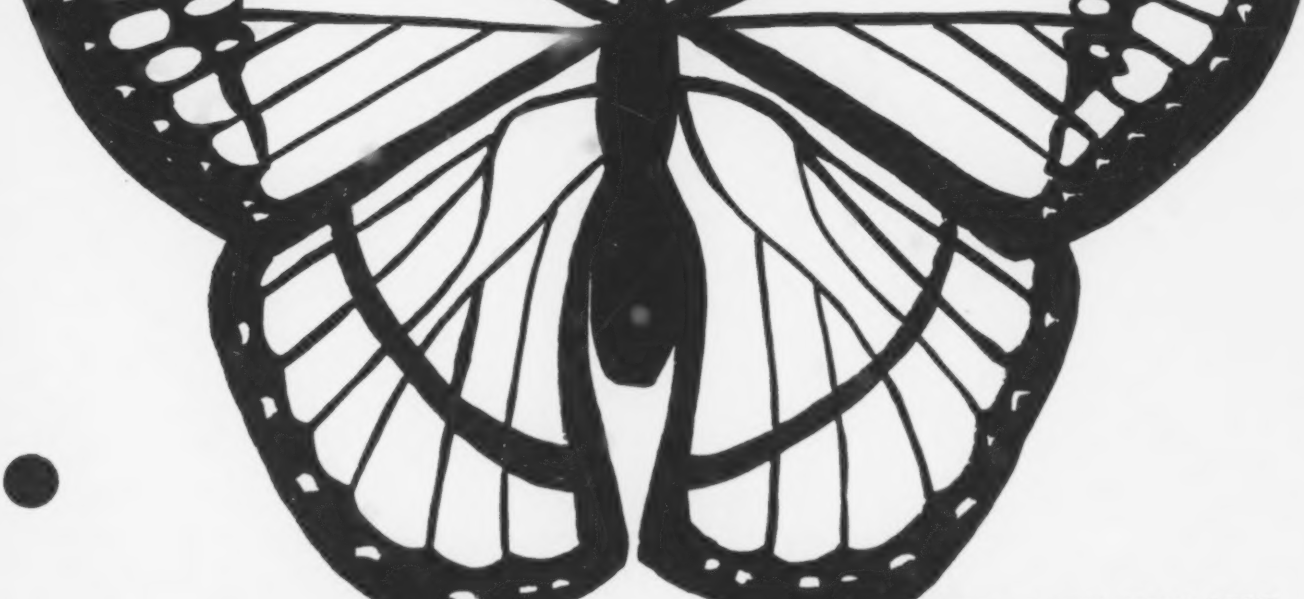
MPS- 137B







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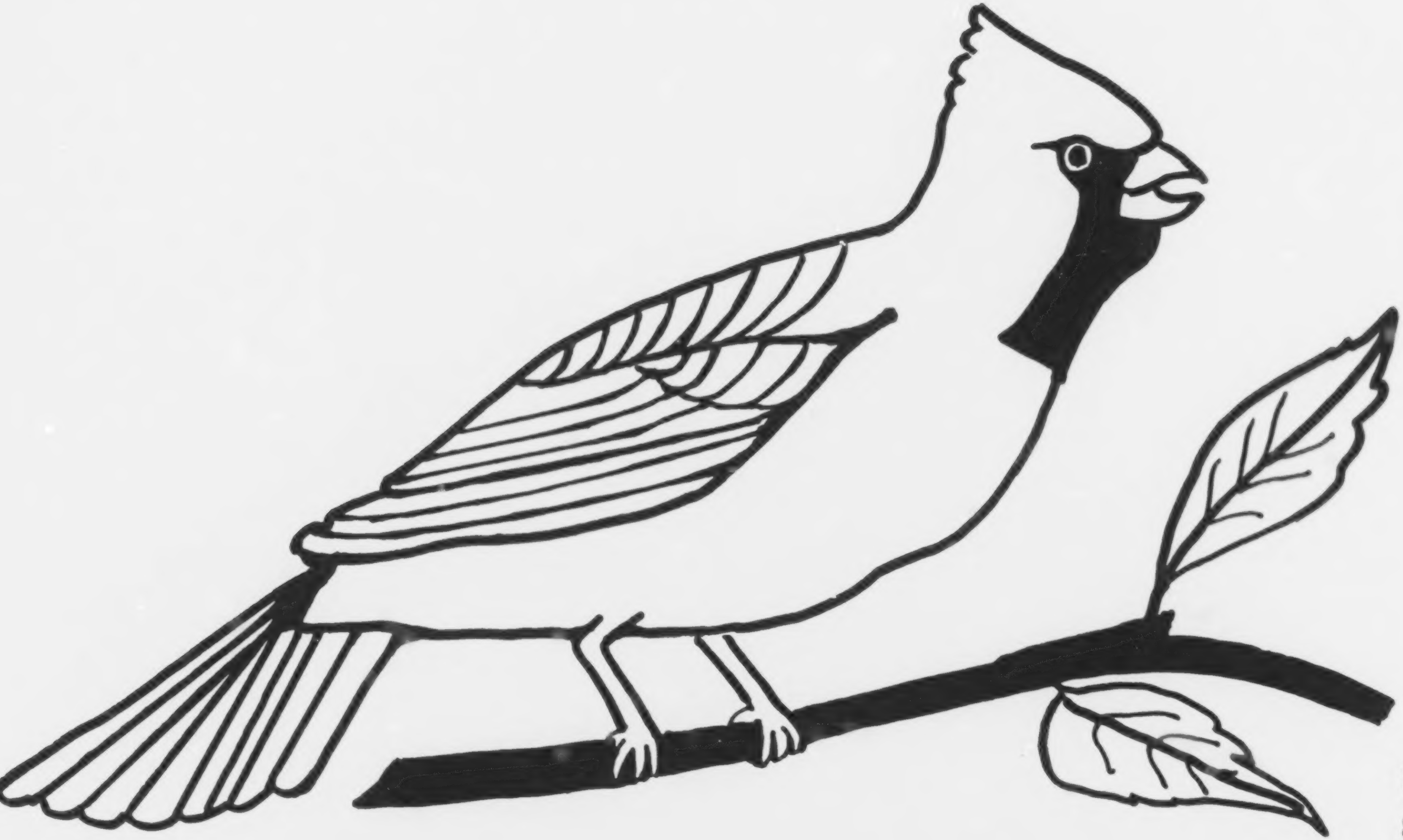
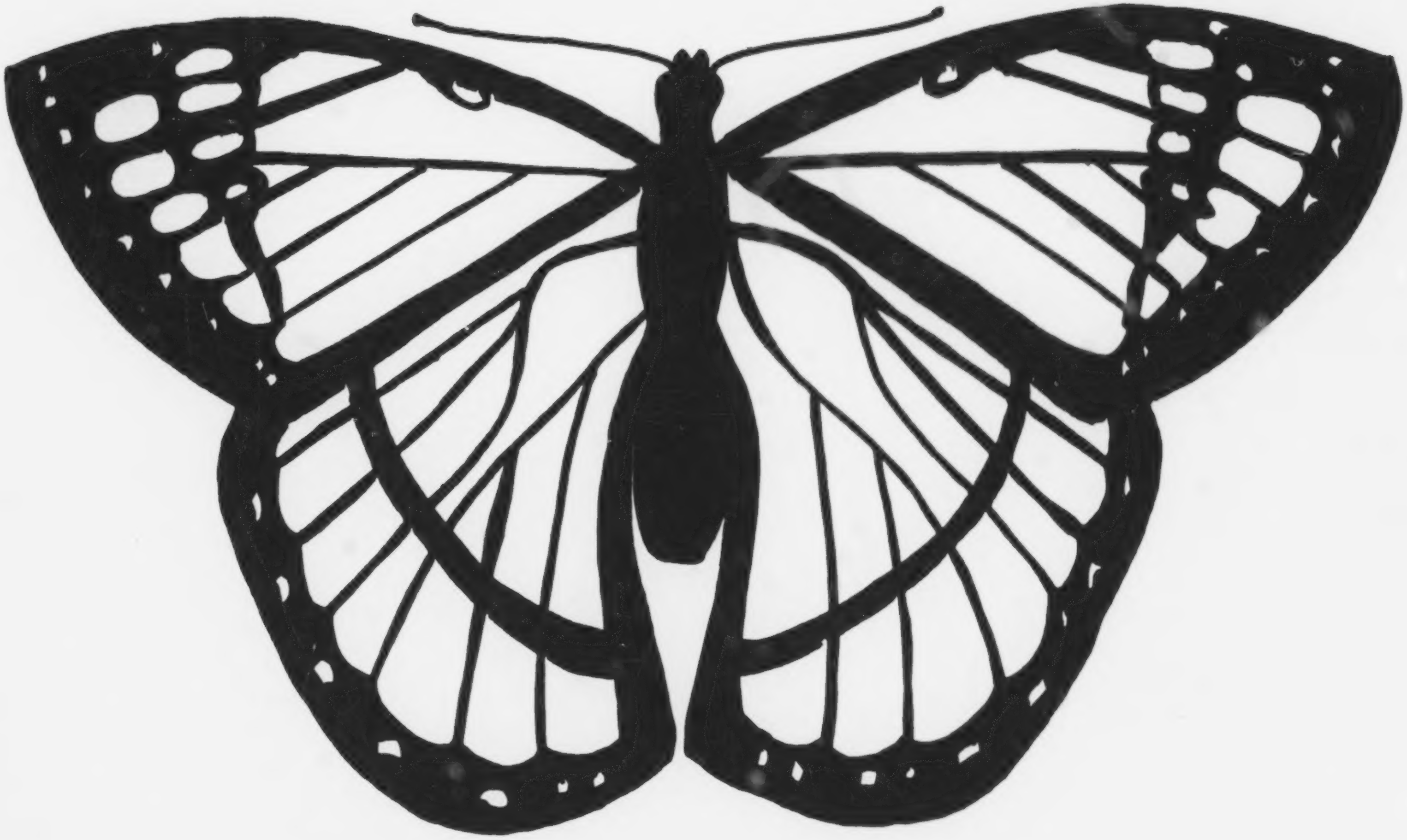
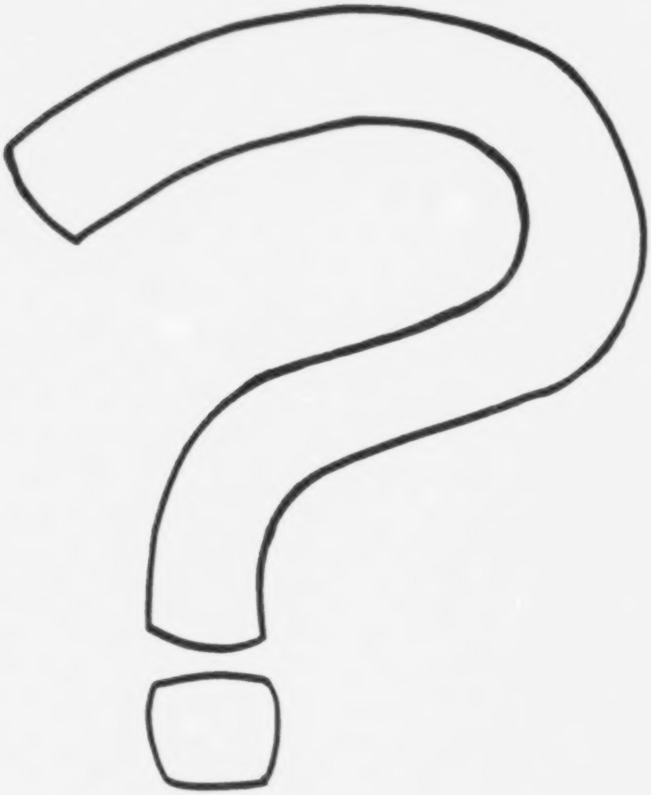
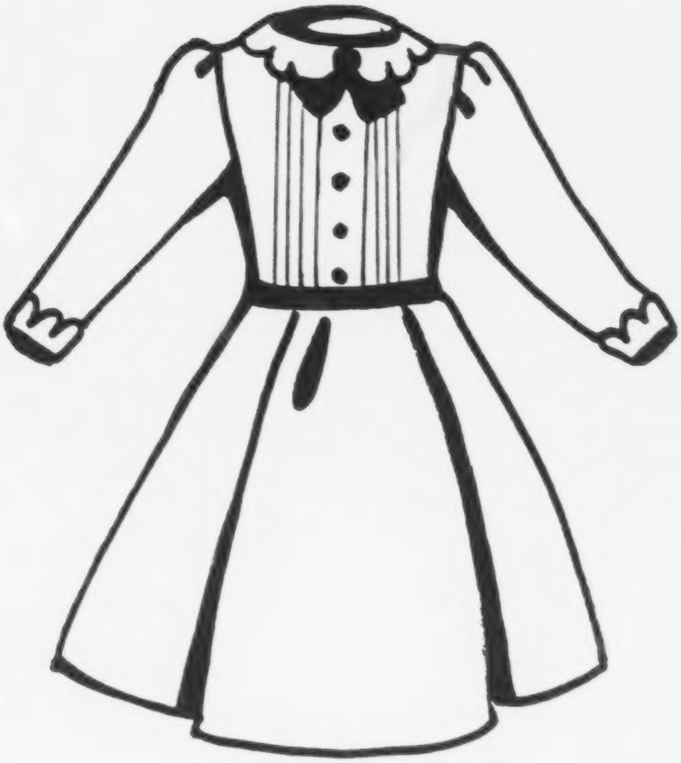


MPS- 138A

MPS- 138B







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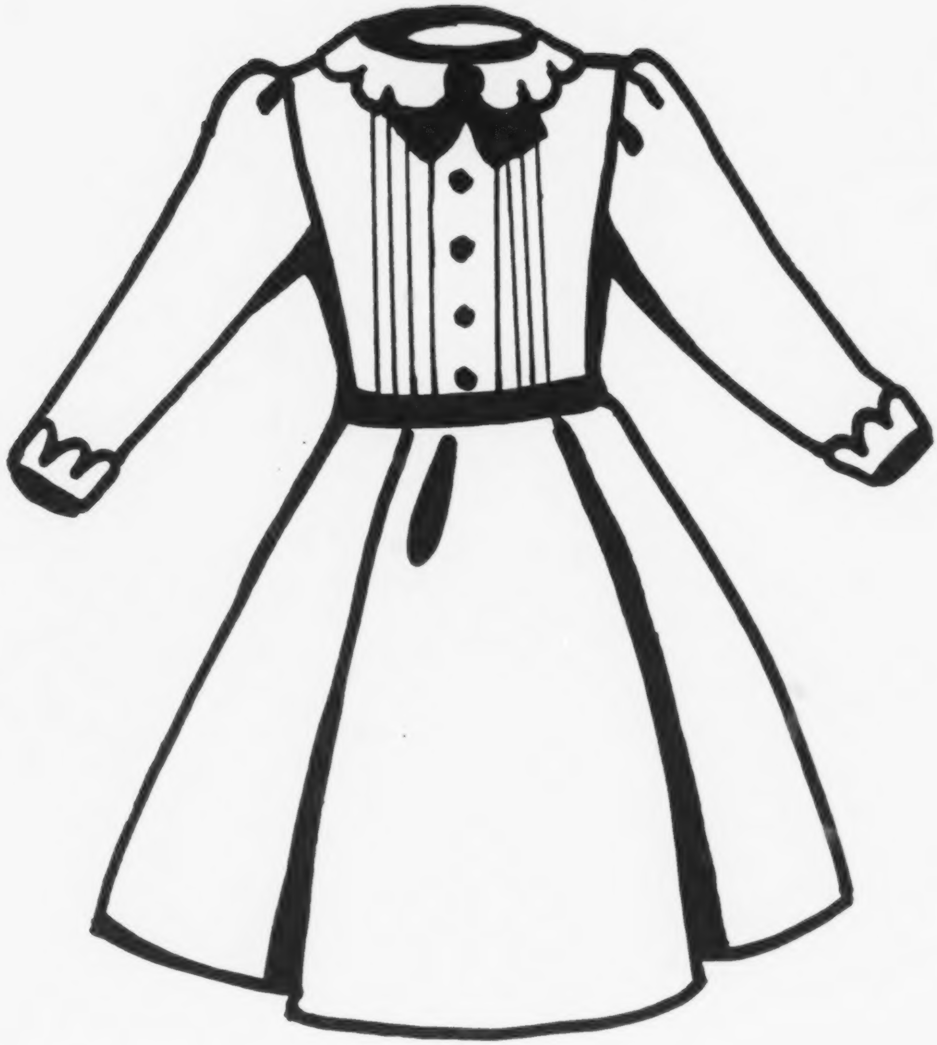
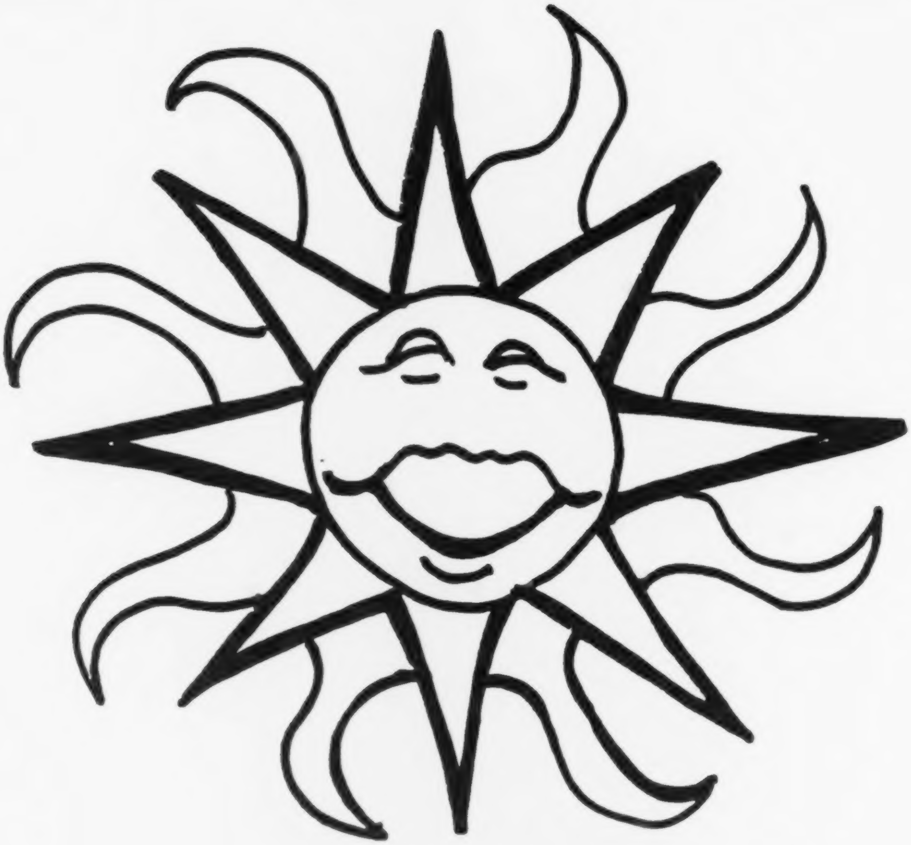
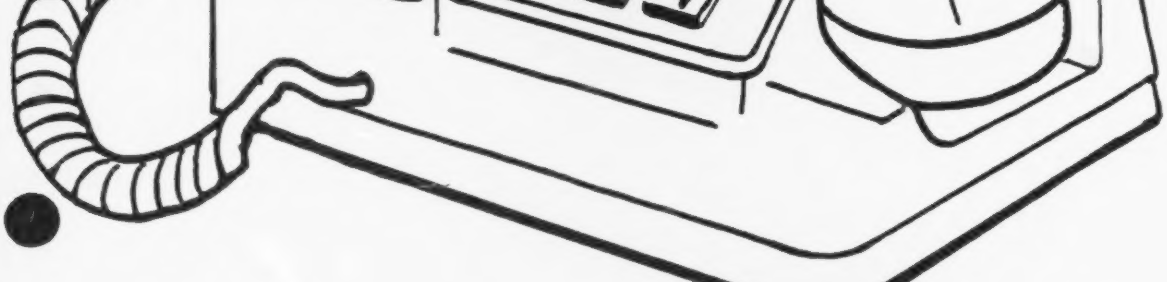
MPS- 139B



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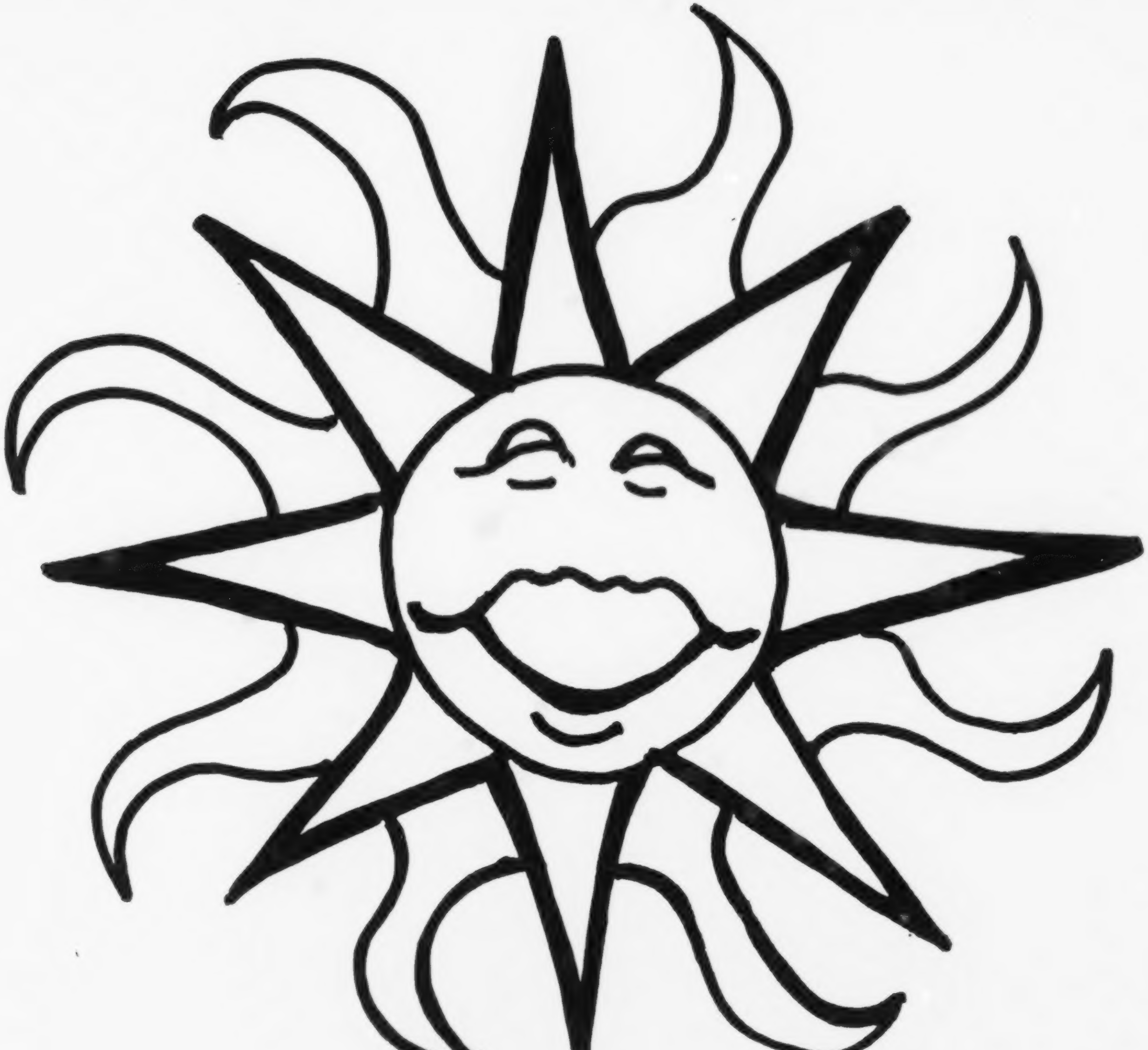
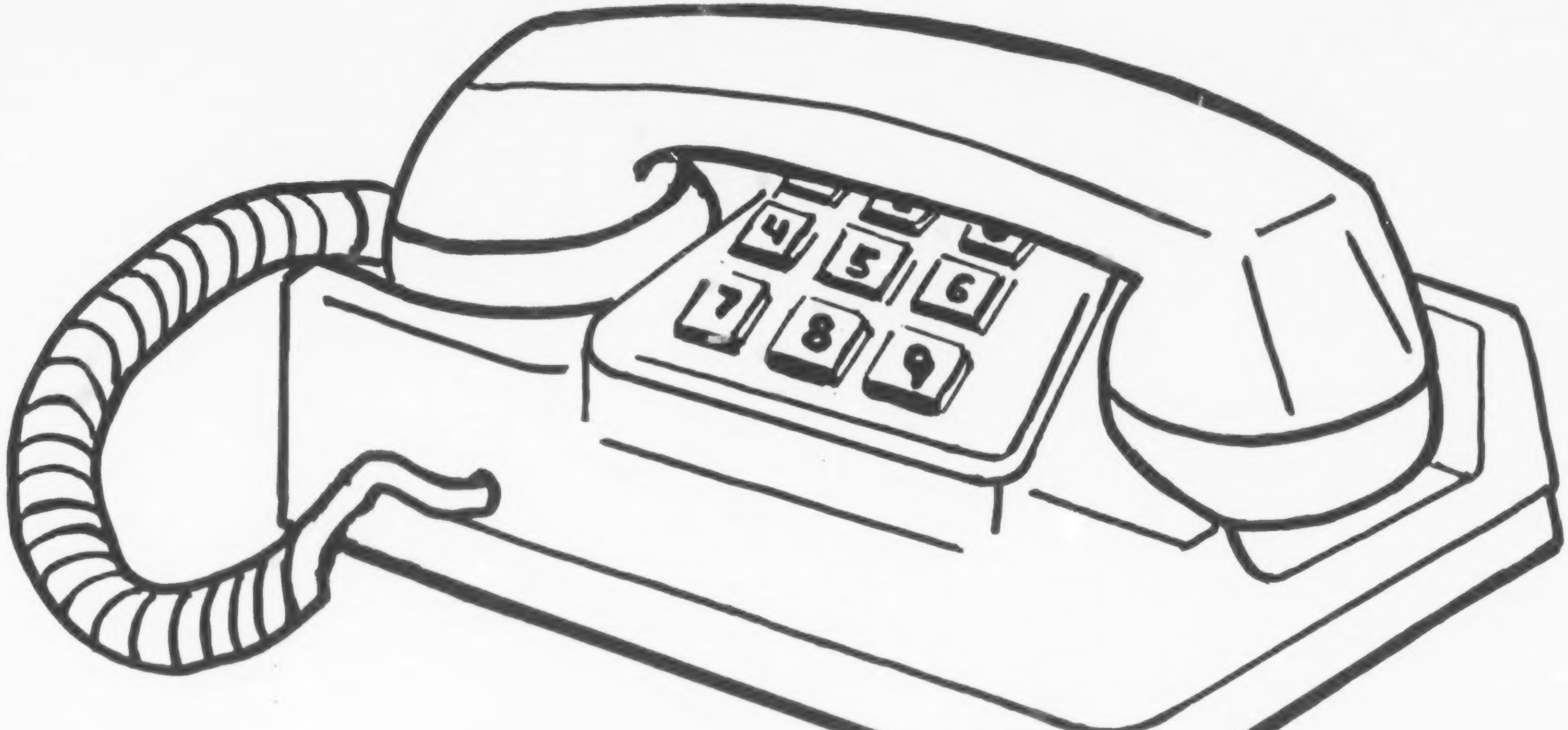
MPS- 140A

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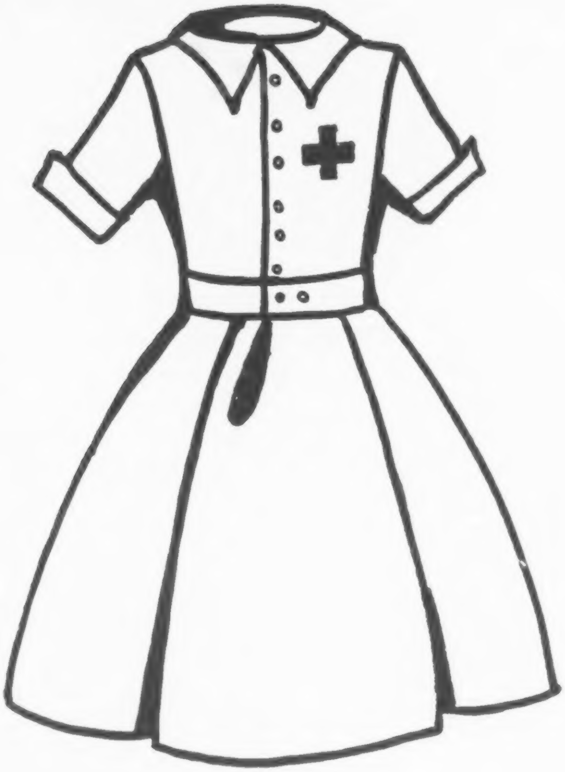

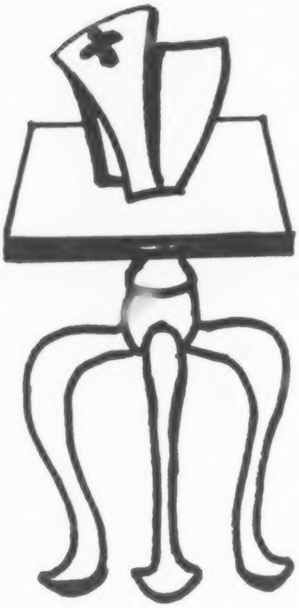

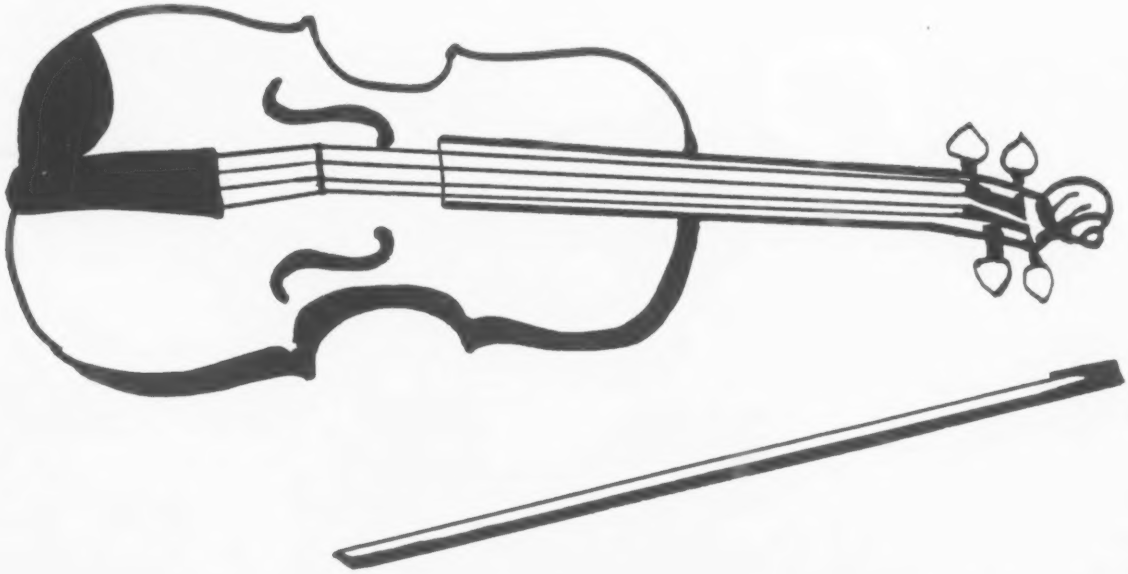

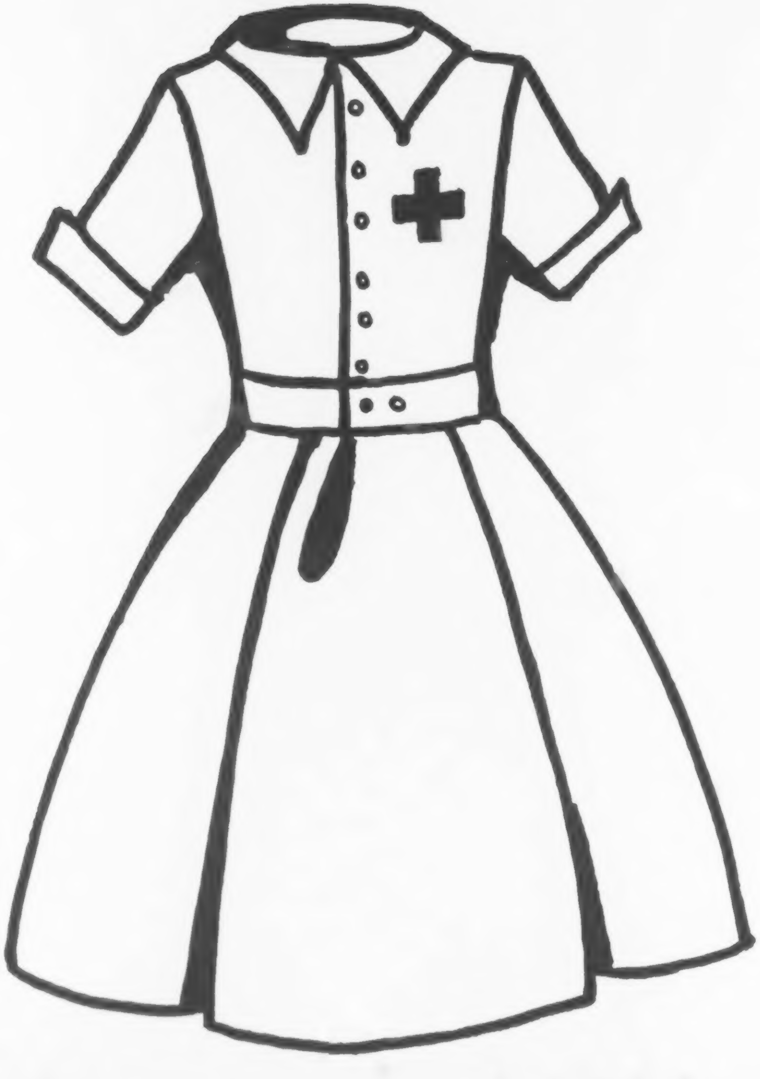

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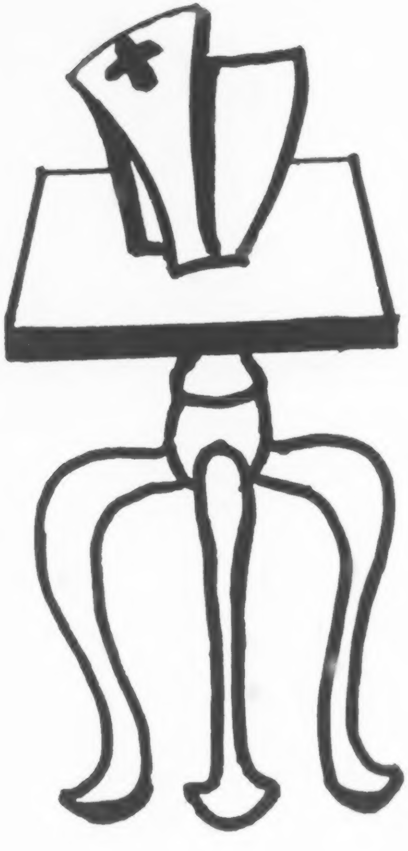

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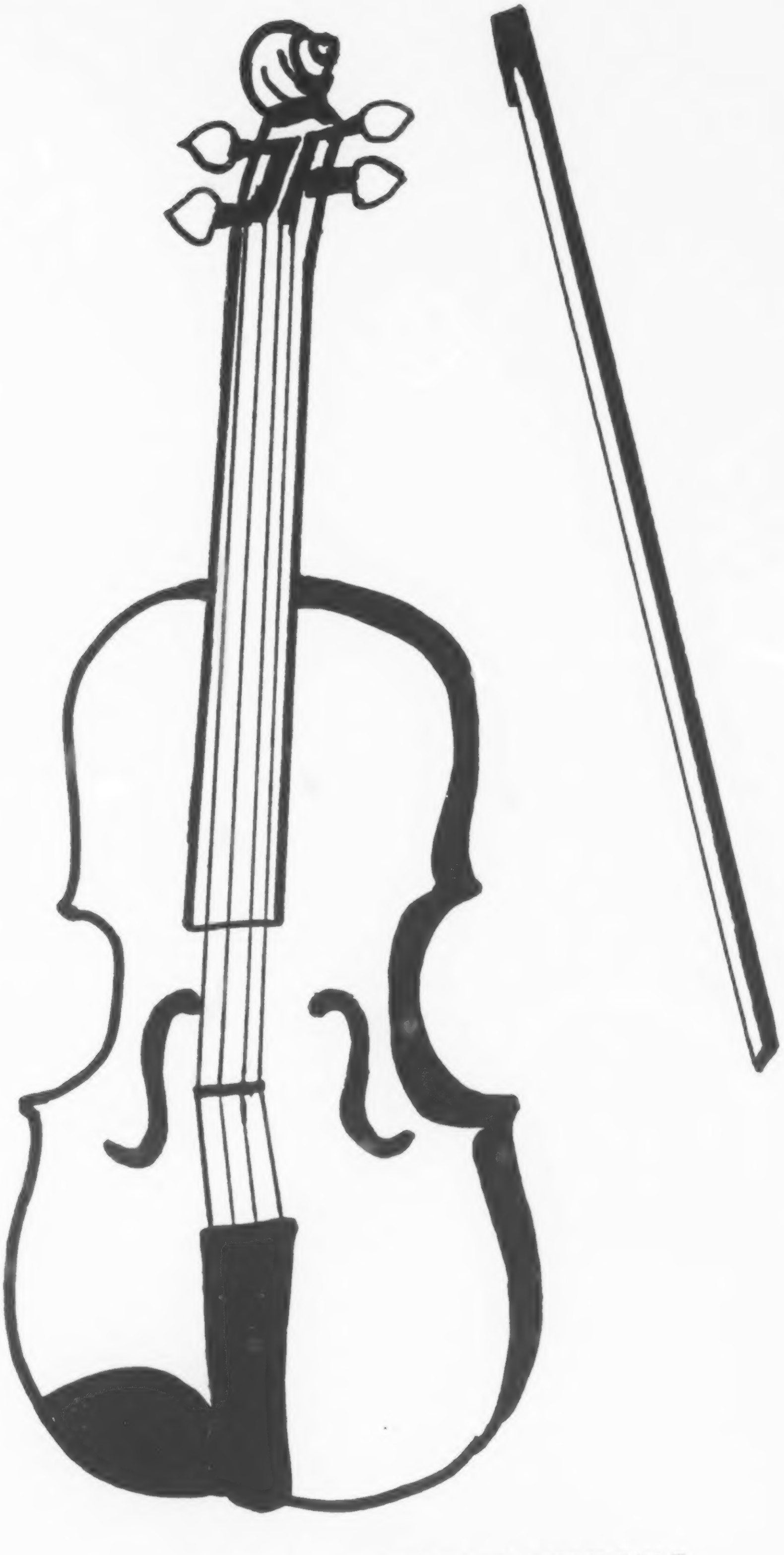

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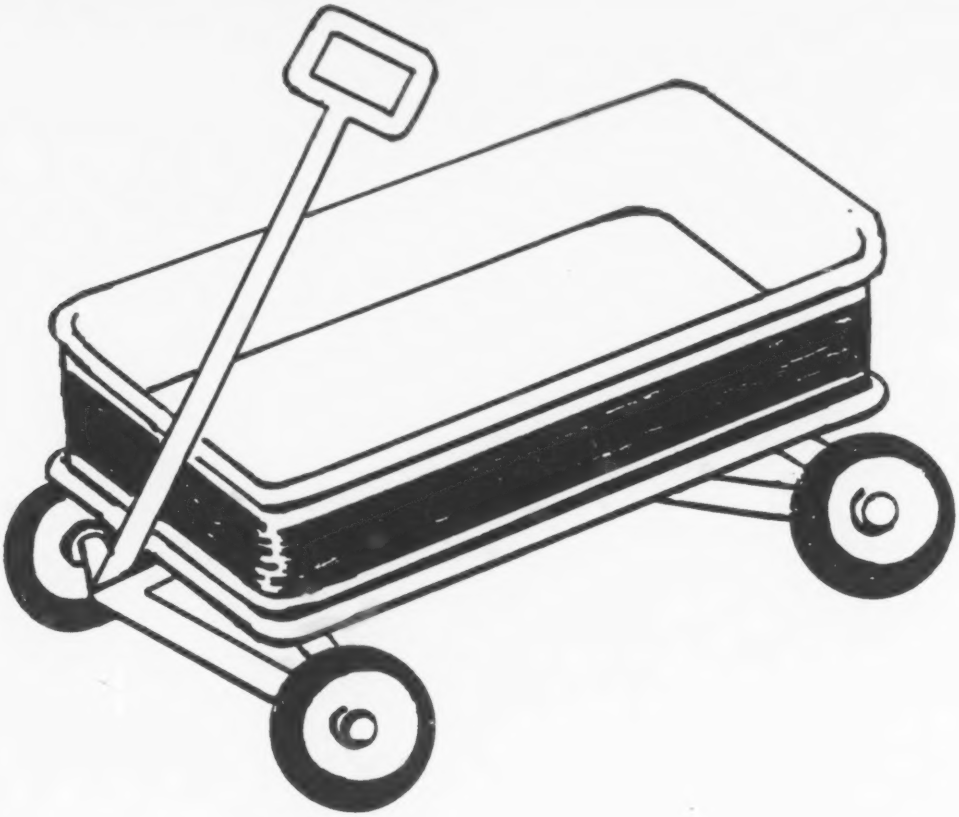
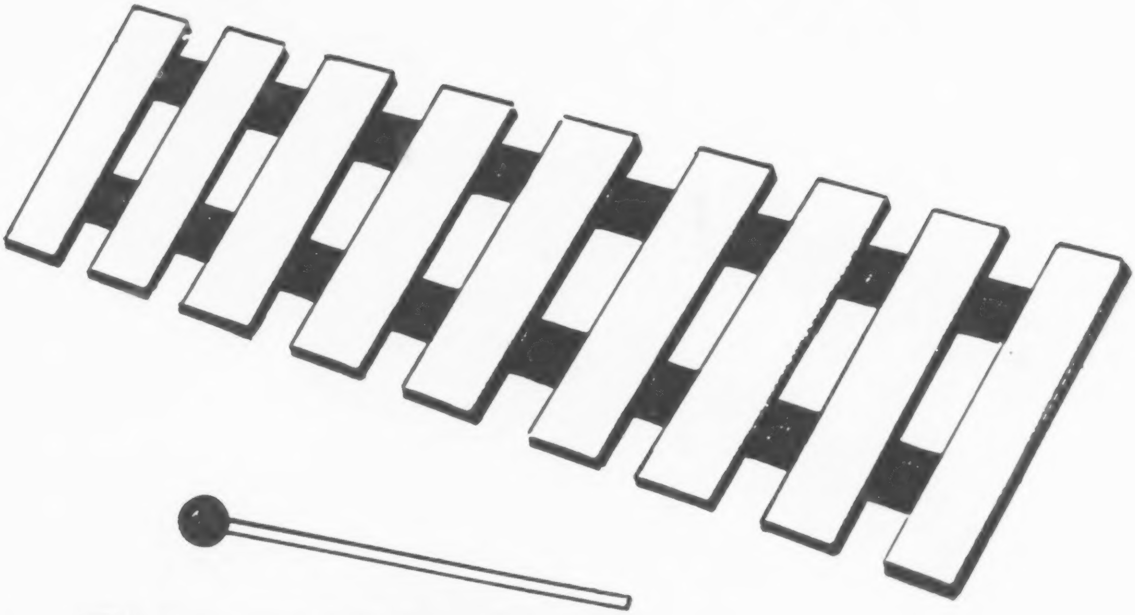
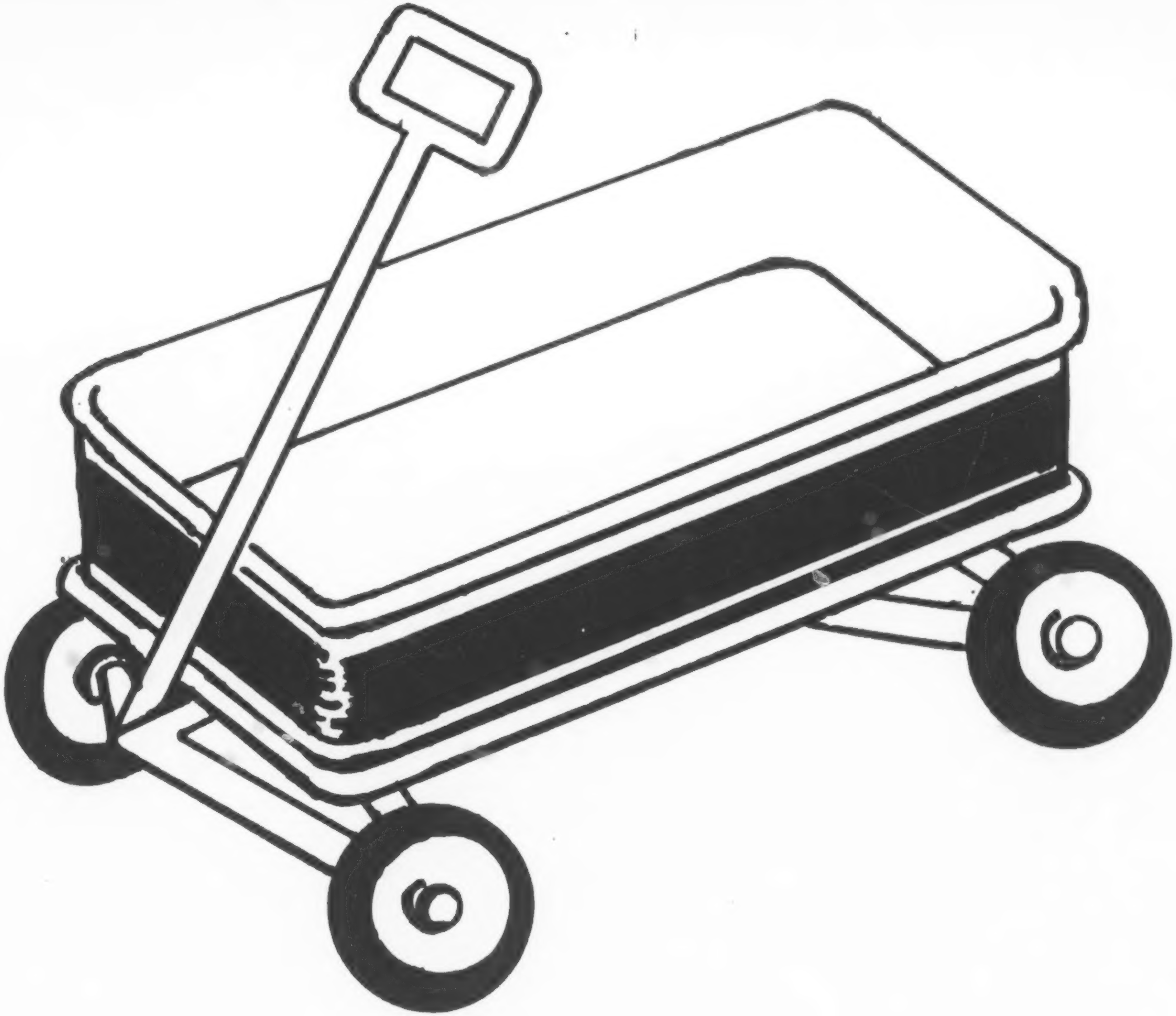
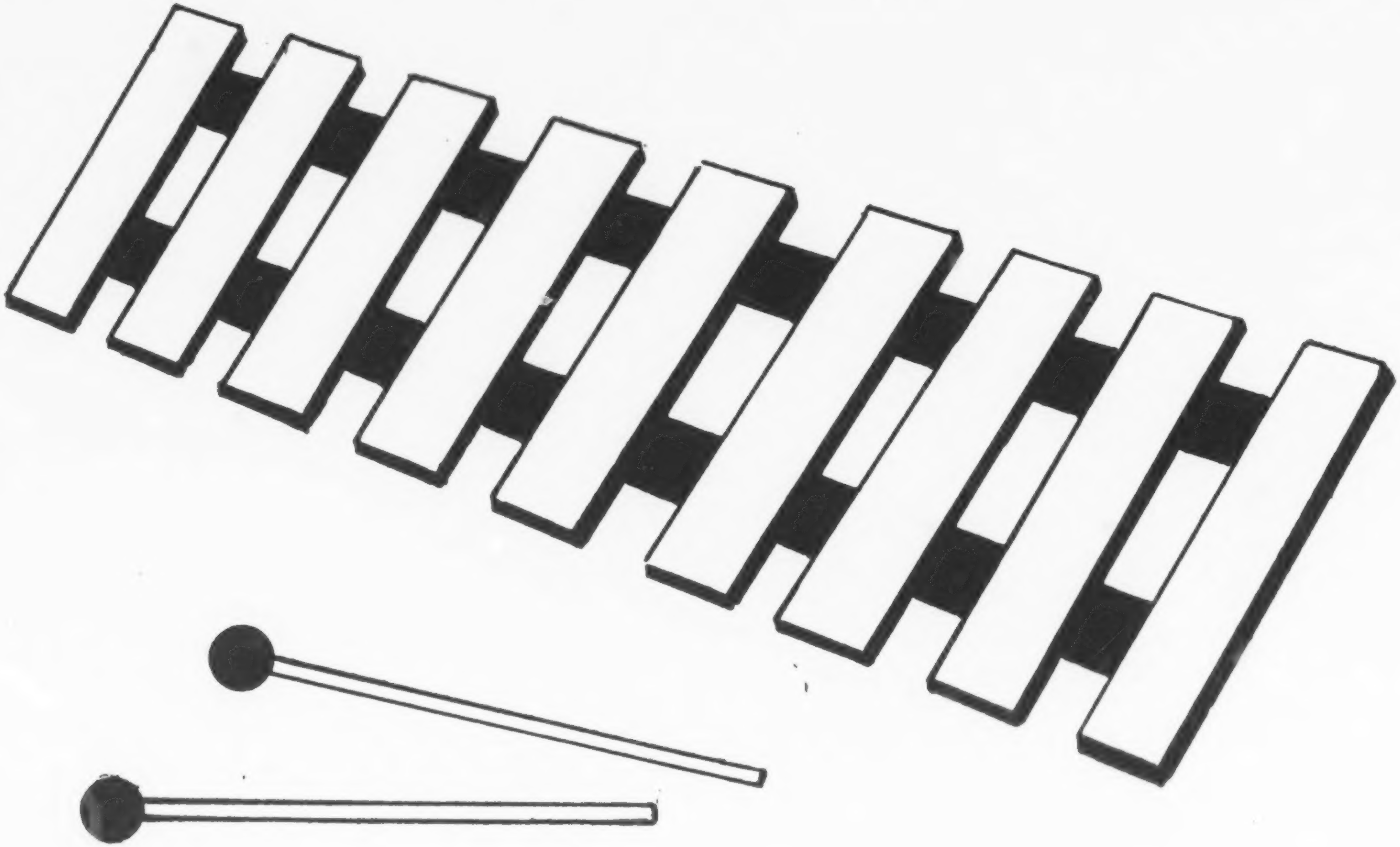


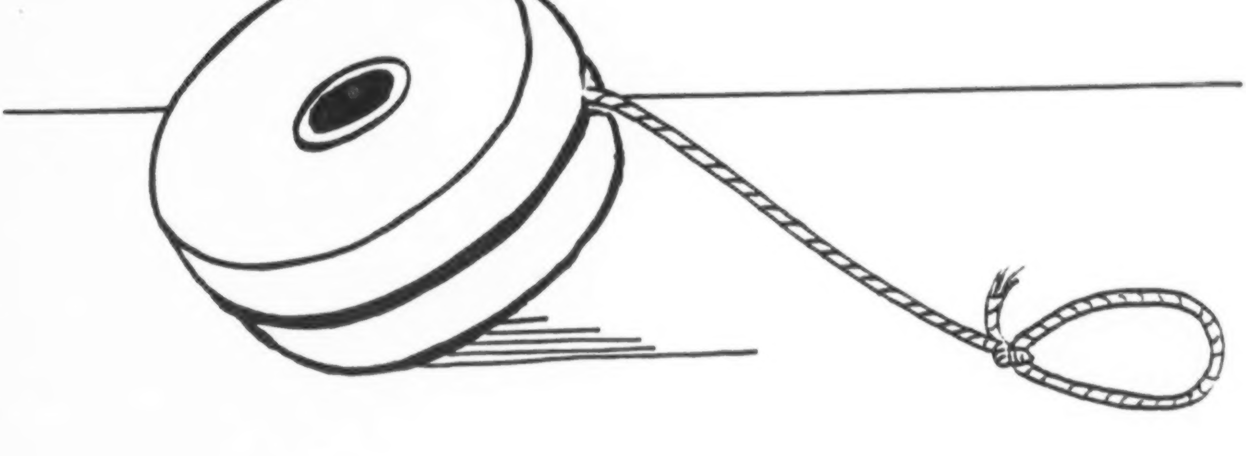


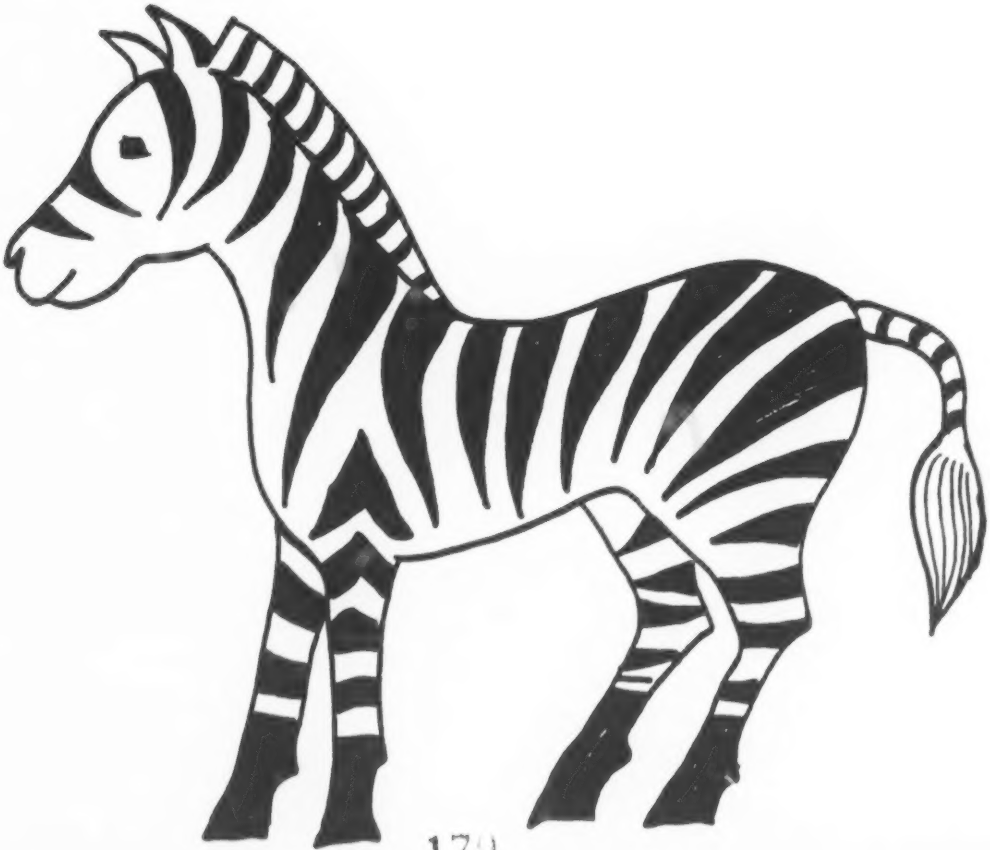
MPS- 142A



MPS- 142B







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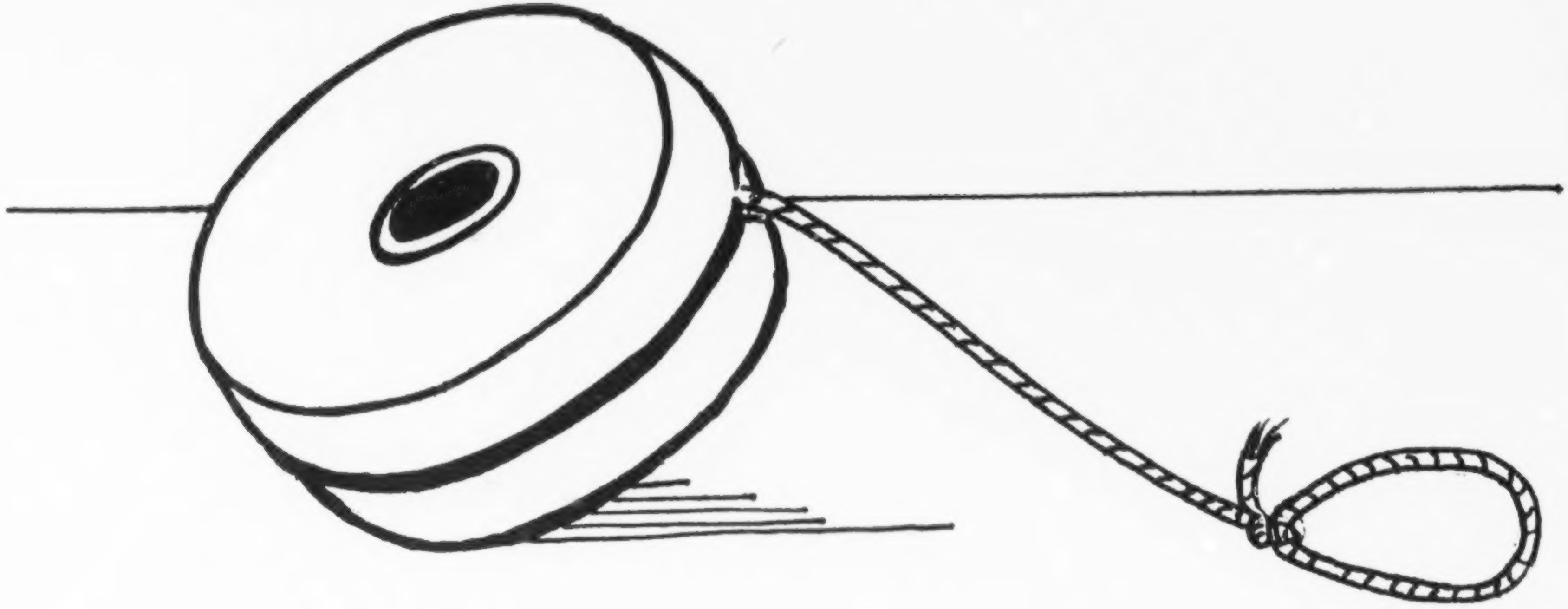

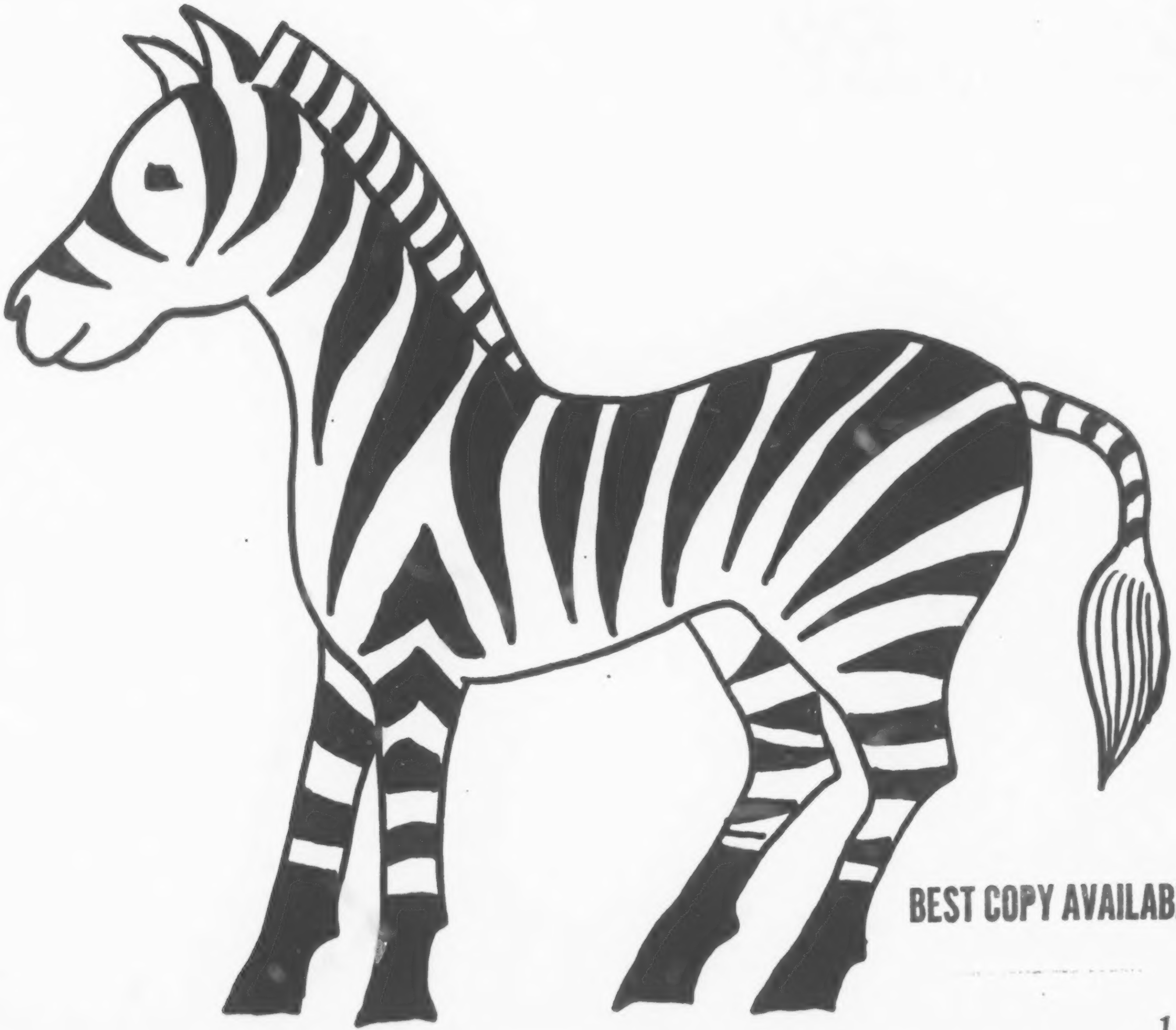

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MPS- 143B

FEELINGS AND OTHER EXPRESSIONS BOOKLET

(Cut Pages in Half to Make Booklet)

See Page 10 for List of Expressions

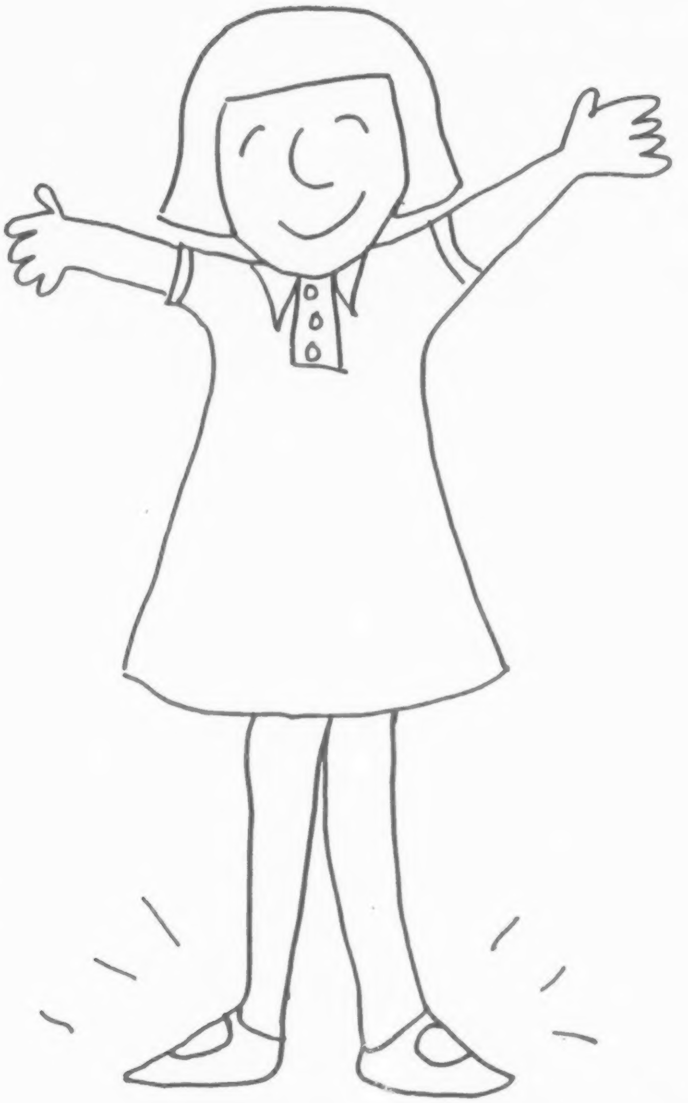
MPS- 147

Comment est-ce que je me sens

Developed by Jane Carpenter Misslich
for the
Immersion Program

Guide de Dessins

1. Je suis heureuse.
2. Je suis triste.
3. J'ai faim.
4. J'ai froid.
5. J'ai chaud.
6. Je suis malade.
7. Je suis fière.
8. J'ai peur.
9. Je suis fatiguée.
10. Je suis fâchée.
11. Je suis gênée.



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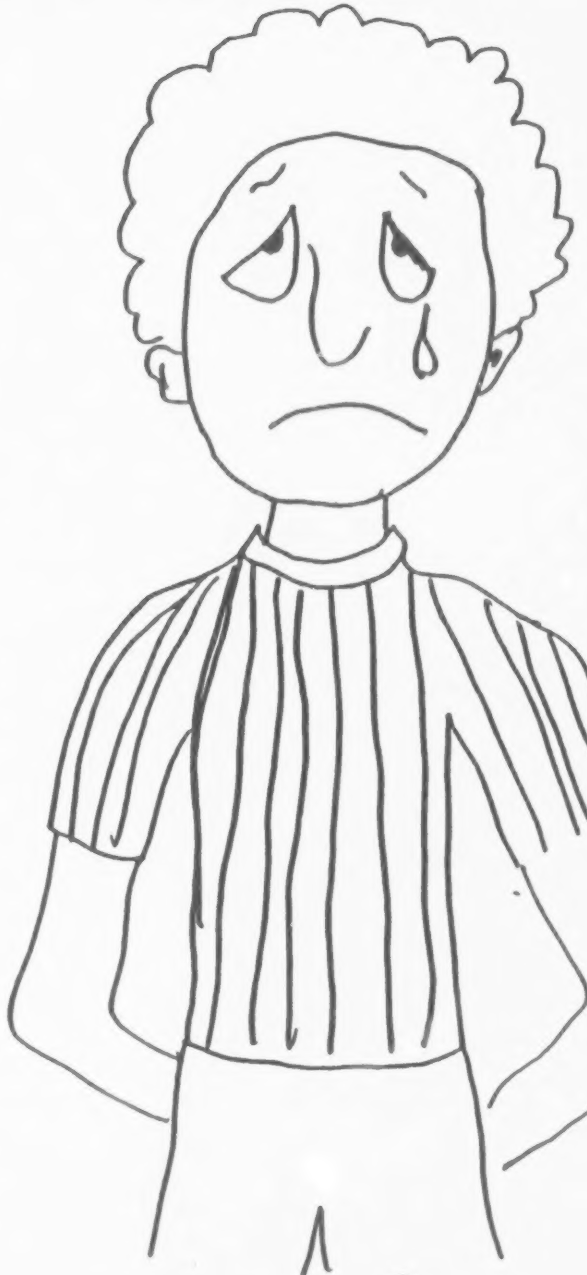

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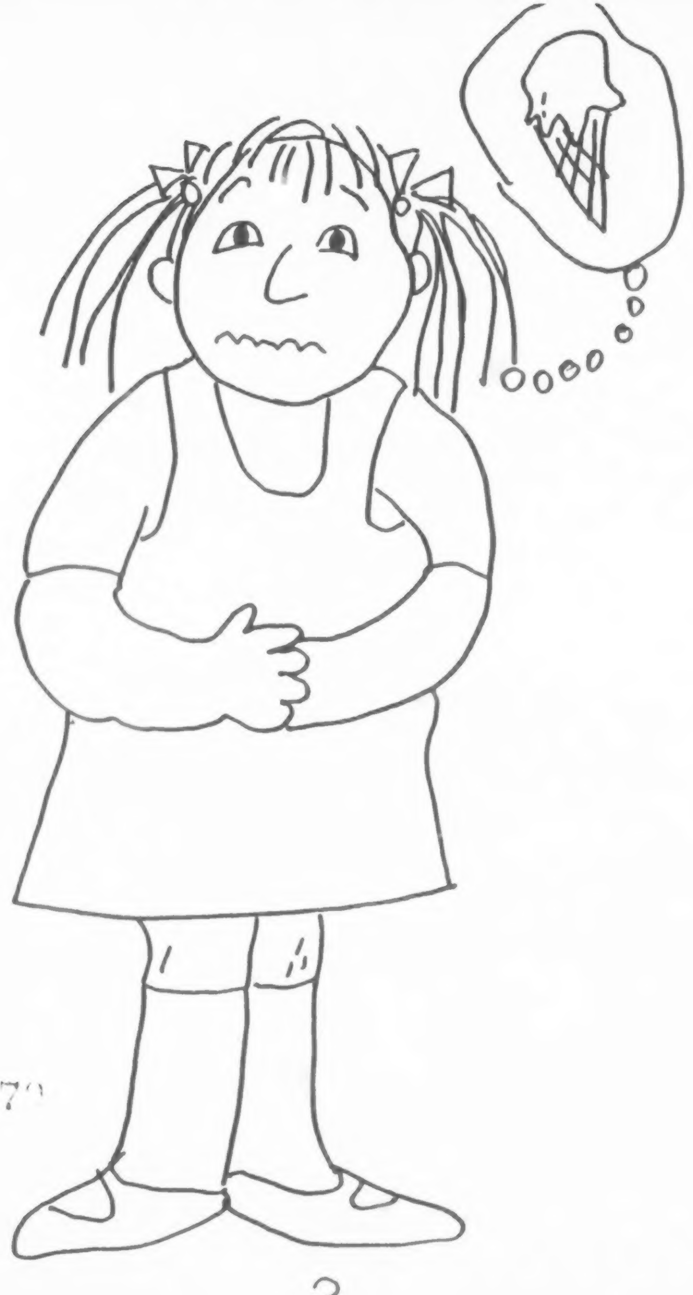

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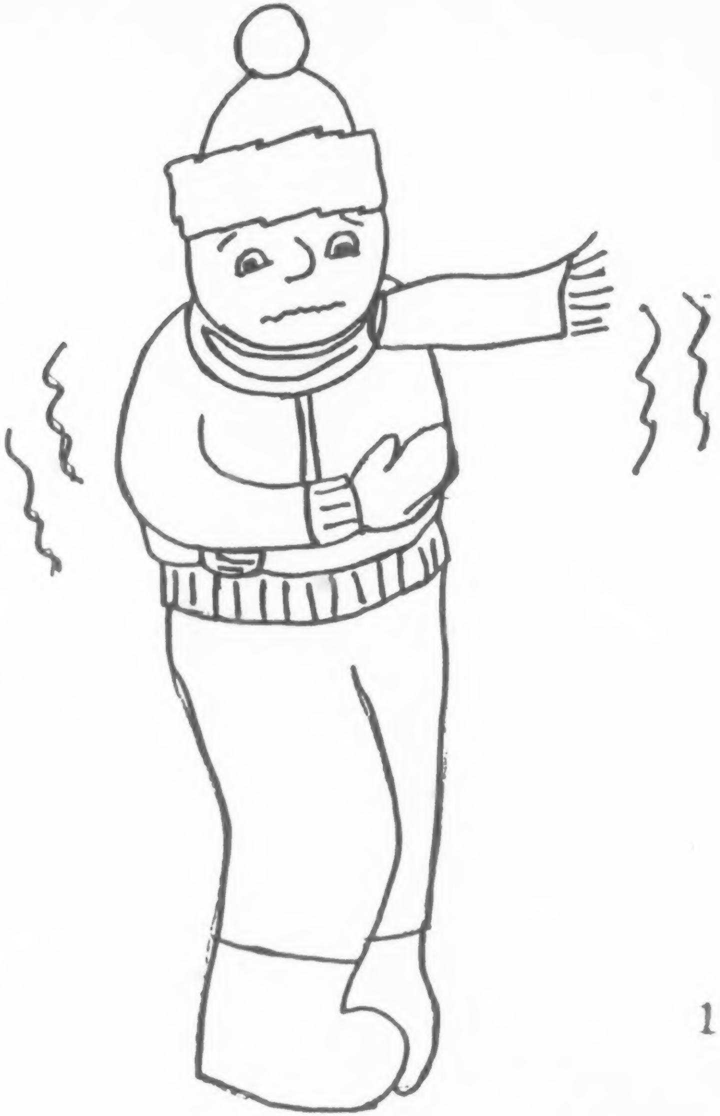

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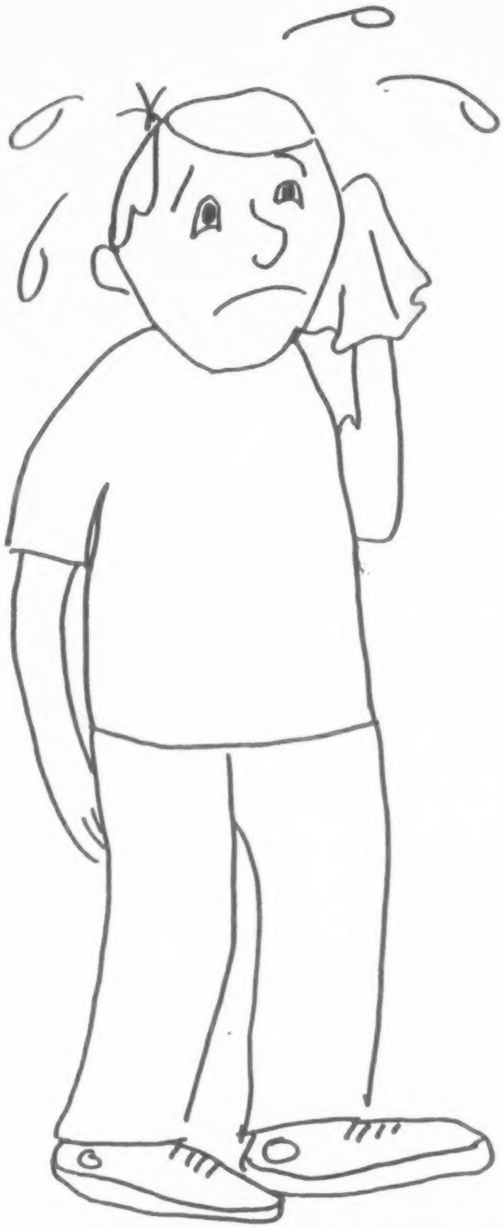
MPS- 151



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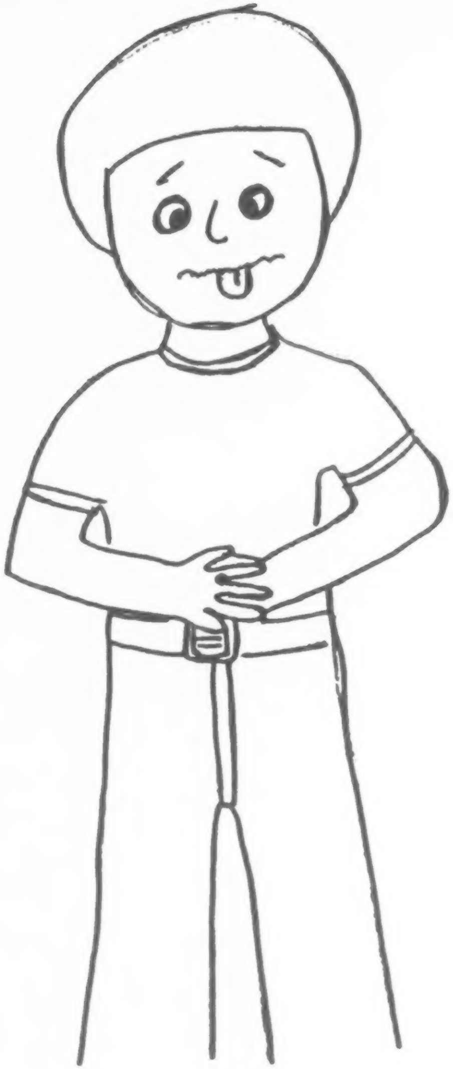

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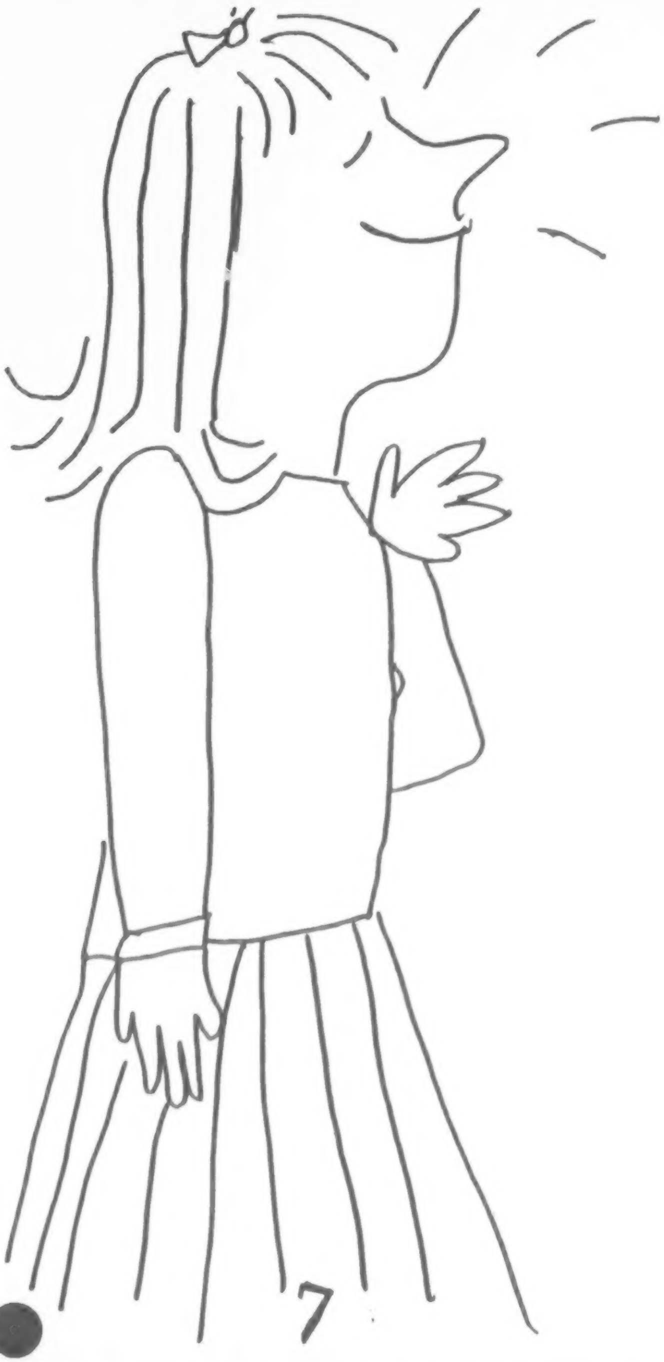
MPS- 152



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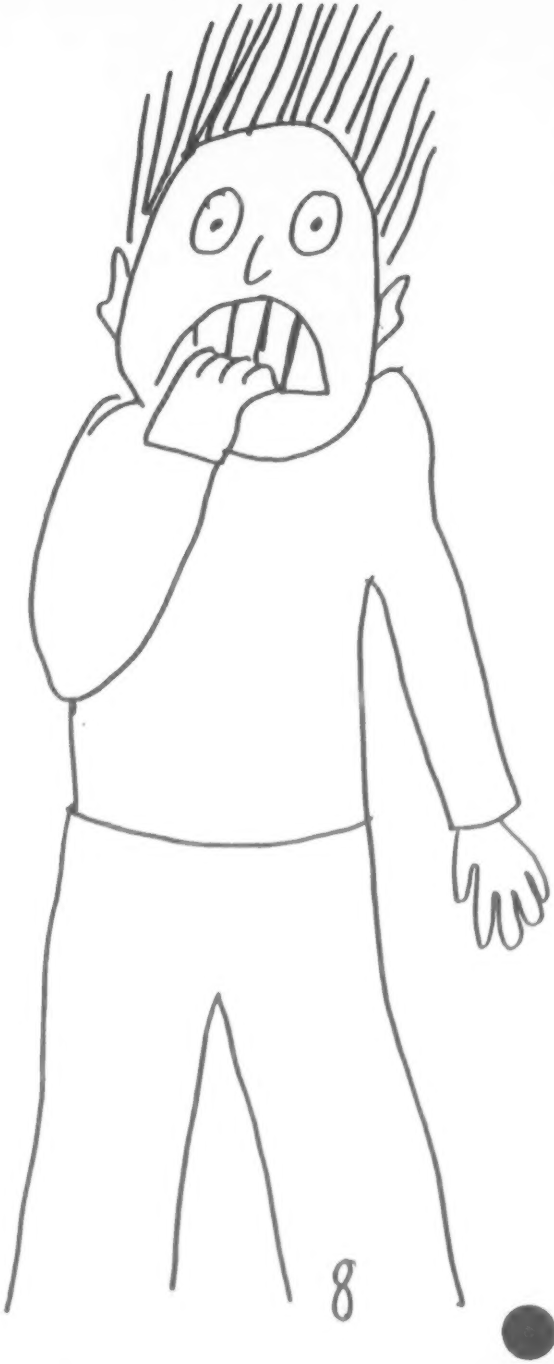

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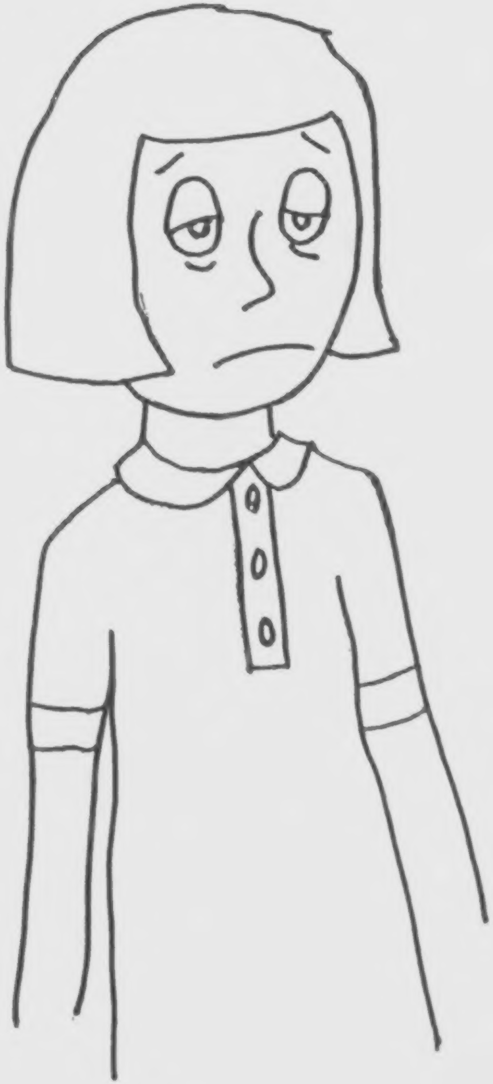
MPS- 153



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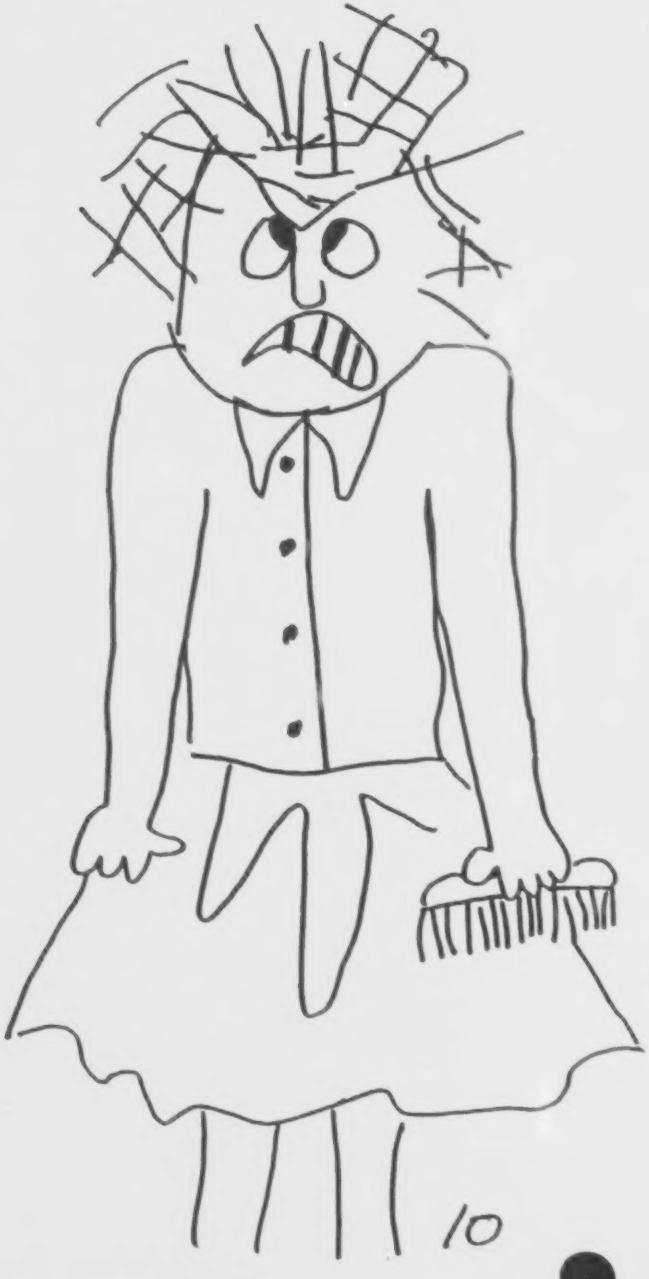
9



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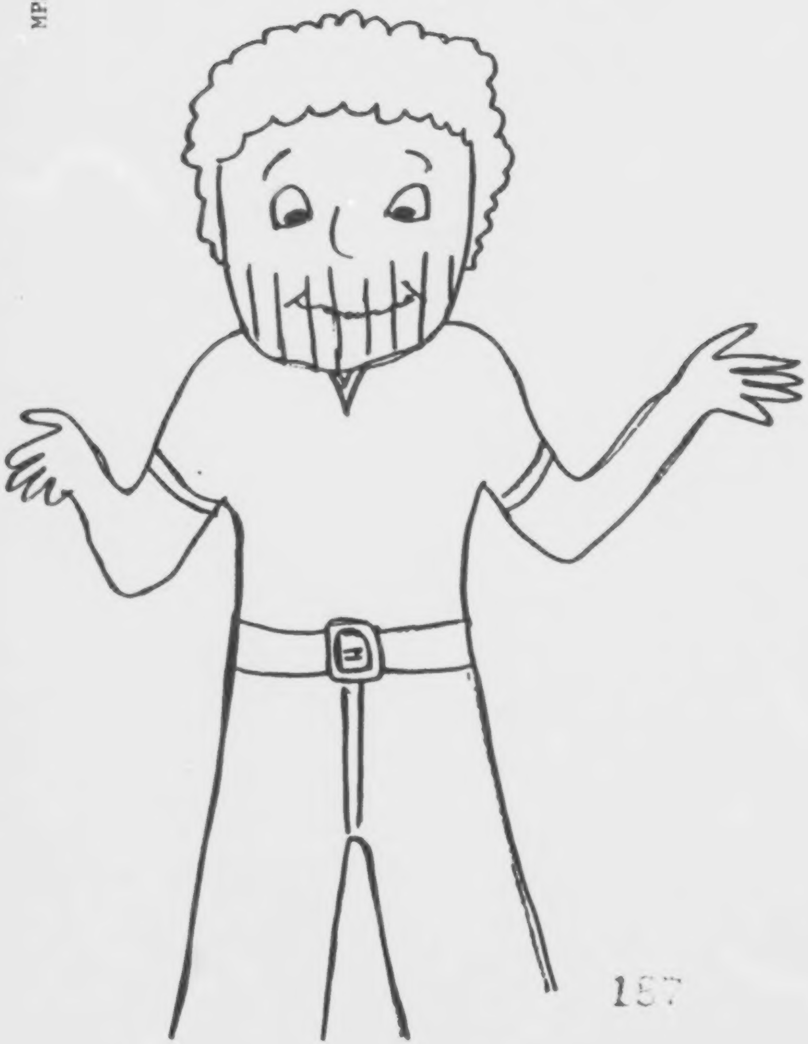
10

MPS- 154



11

WEATHER EXPRESSIONS BOOKLET

(Cut Pages in Half to Make Booklet)

See Page 5 for List of Words

milwaukee public schools
Division of Curriculum and Instruction
Department of Elementary and Secondary Education

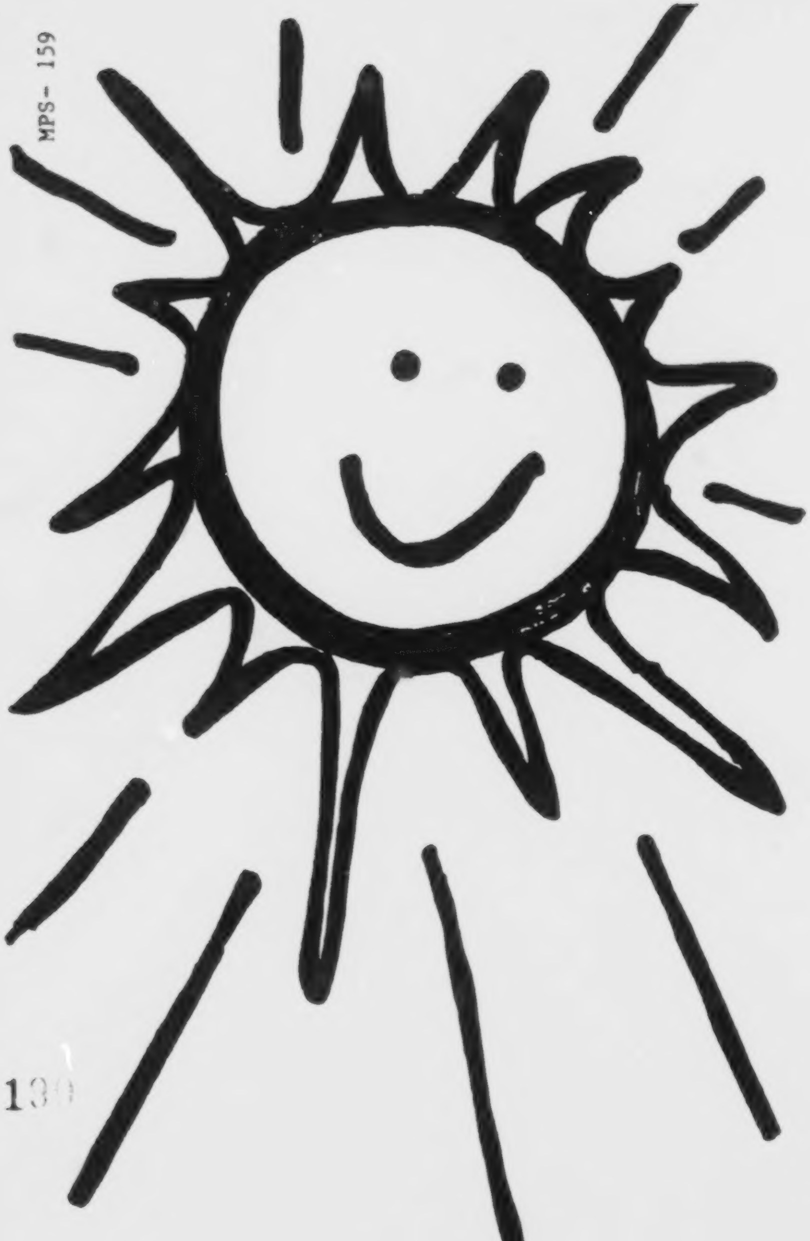
MPS- 157

Quel temps fait-il?

Guide de Dessins

1. Il fait du soleil.
2. Il pleut.
3. Il y a des nuages.
4. Il fait un temps orageux.
5. Il neige.
6. Il fait du vent.

MPS- 159



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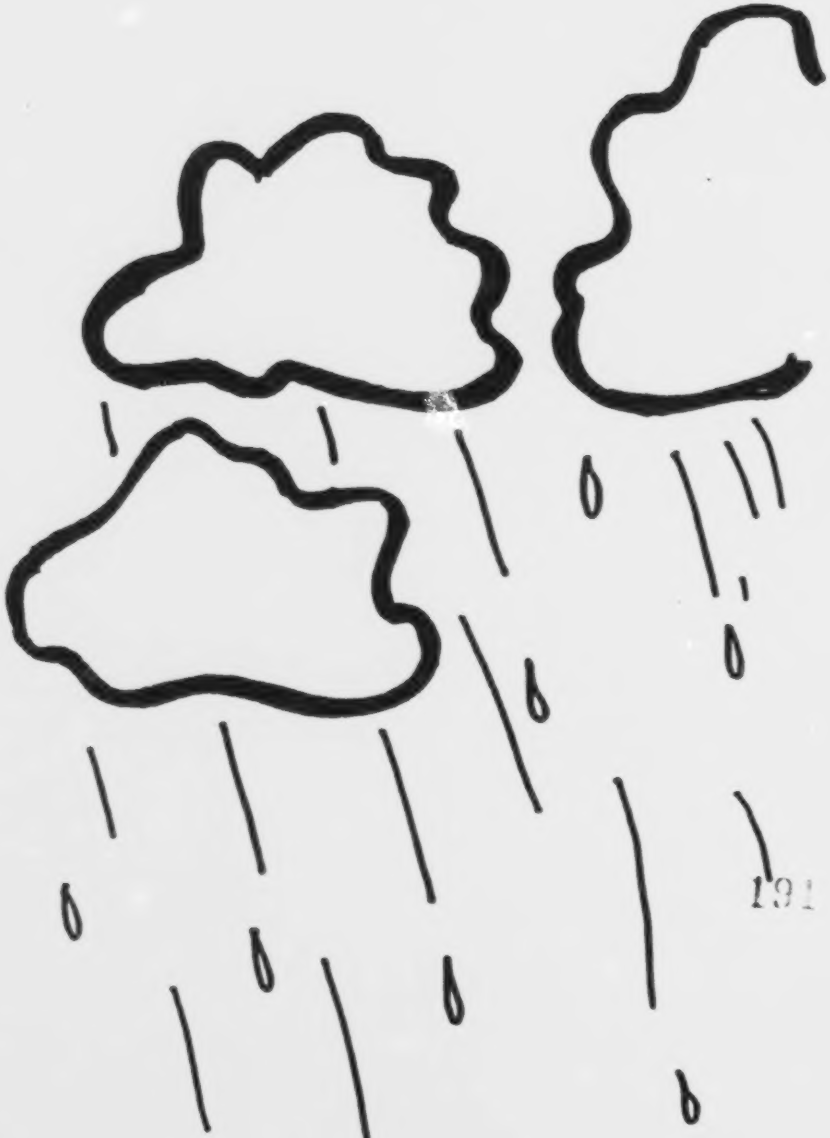

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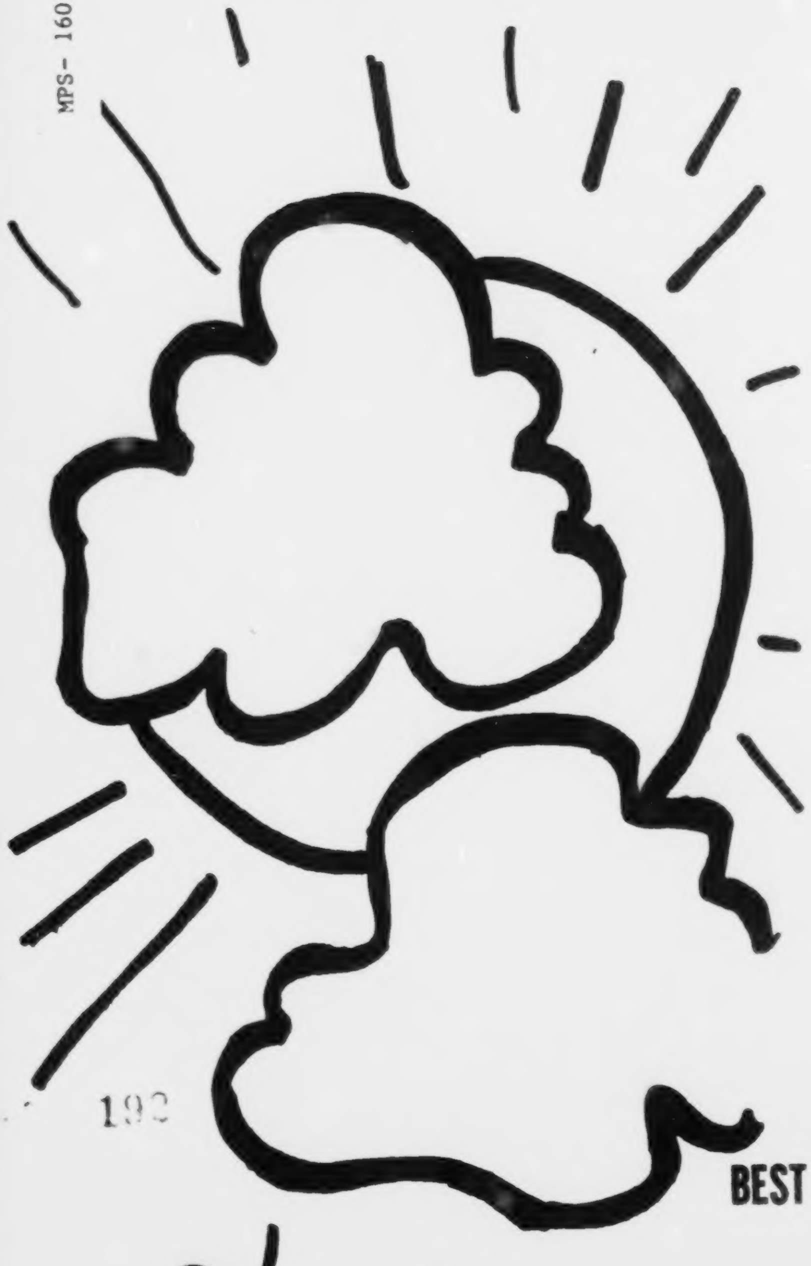
MPS- 160



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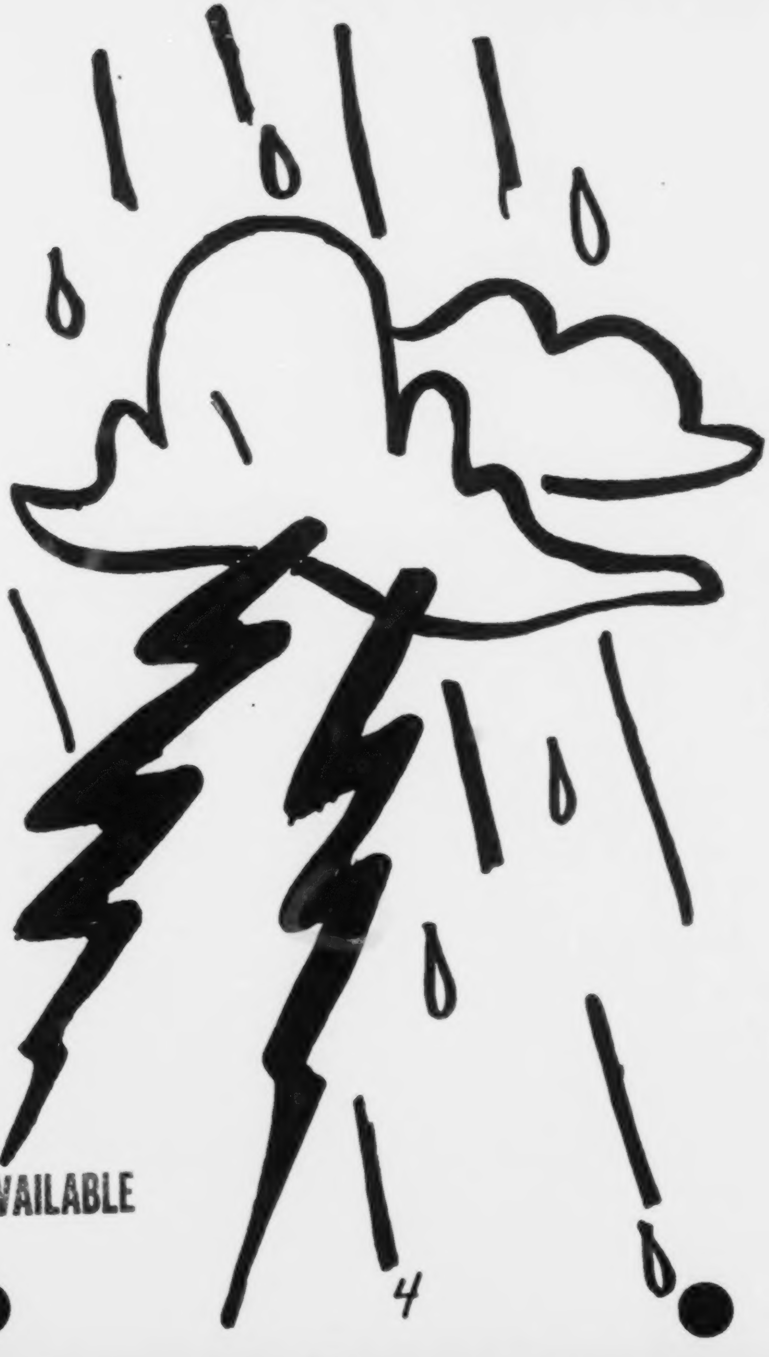

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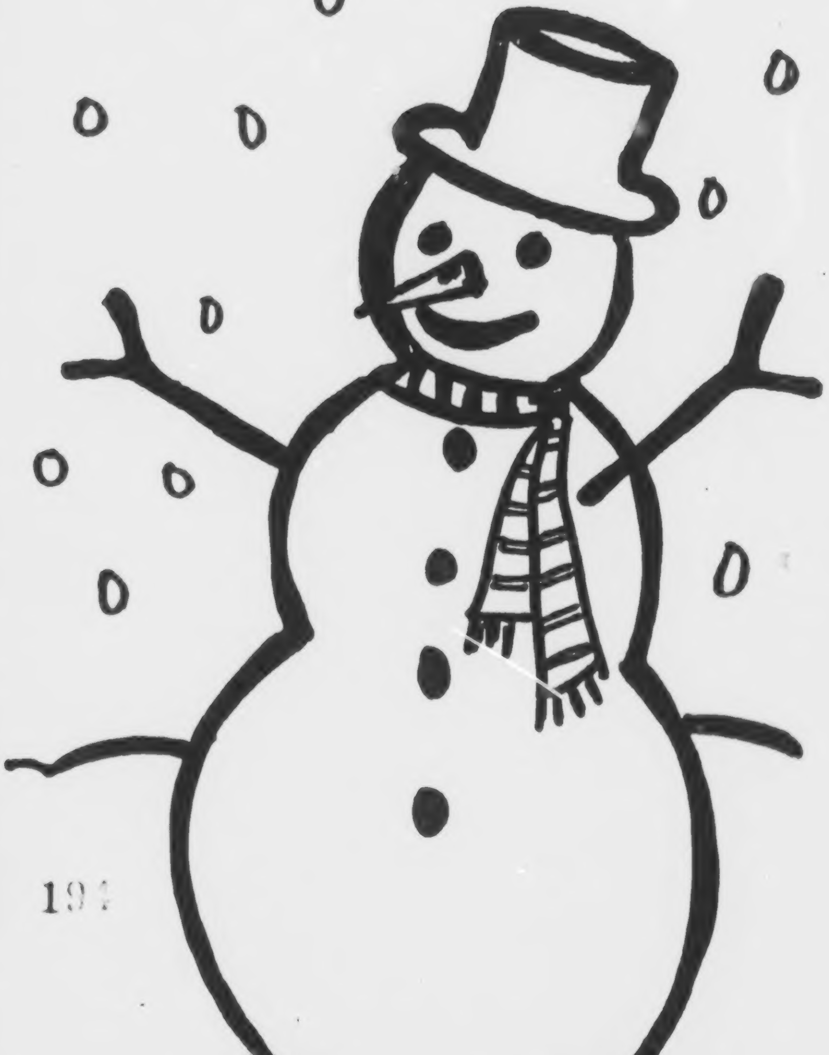
MPS- 161



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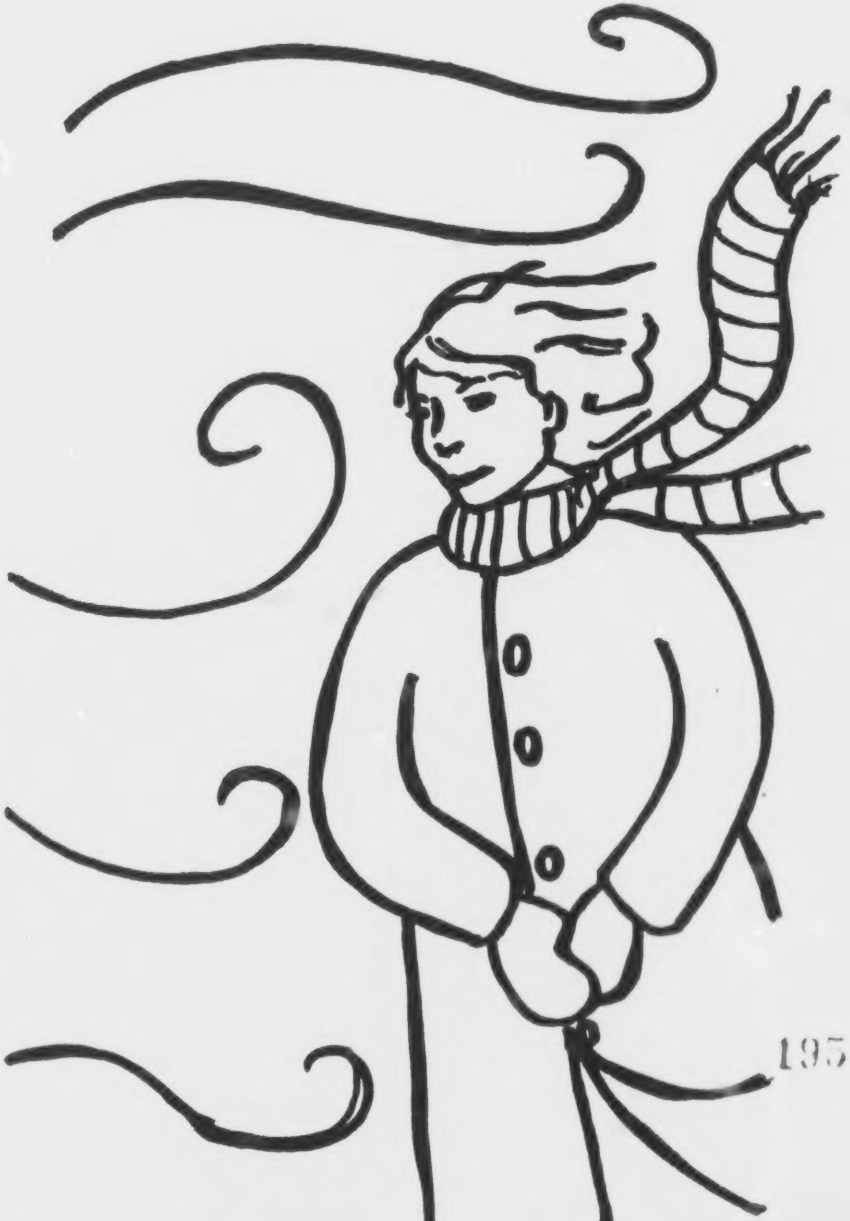

6

CLOWN VISUALS FOR ACTION VERBS

(See Page 11 for List of Verbs)

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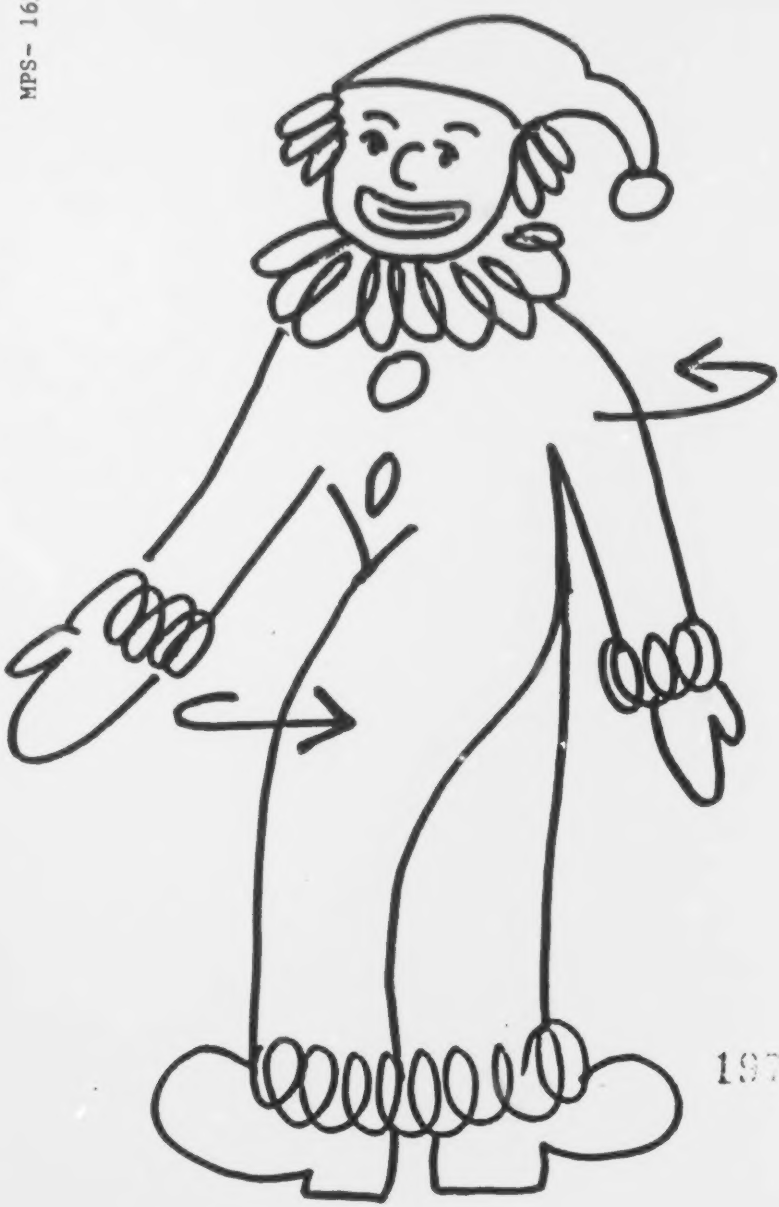

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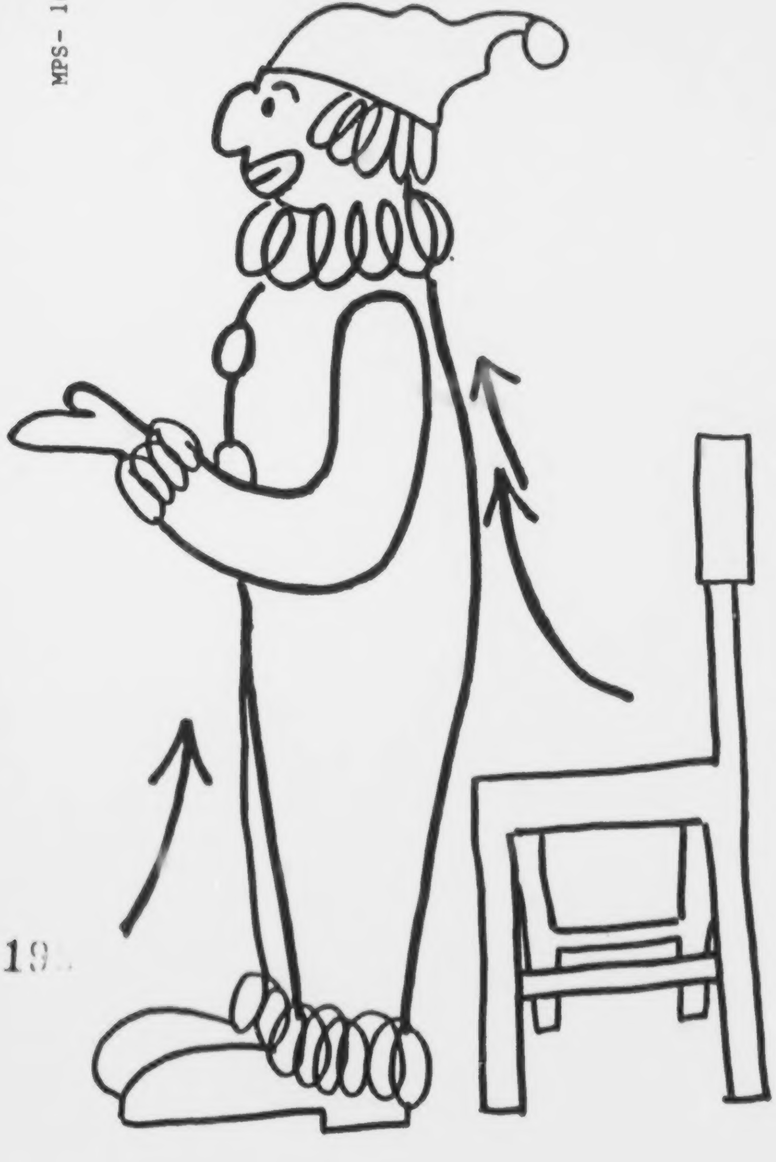

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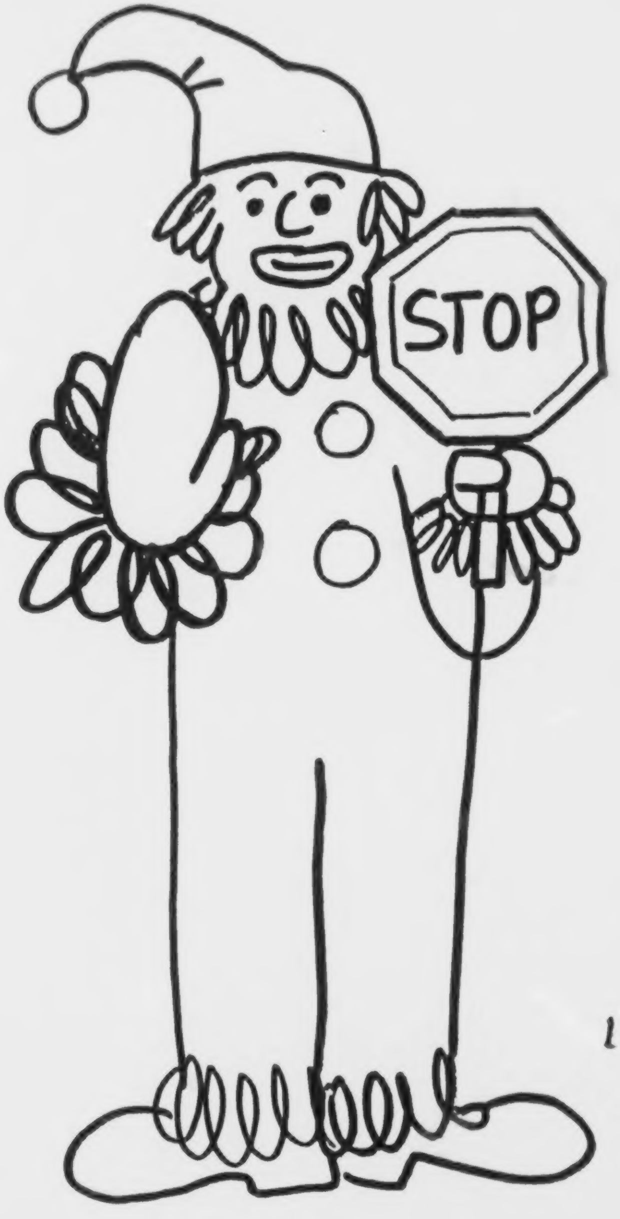

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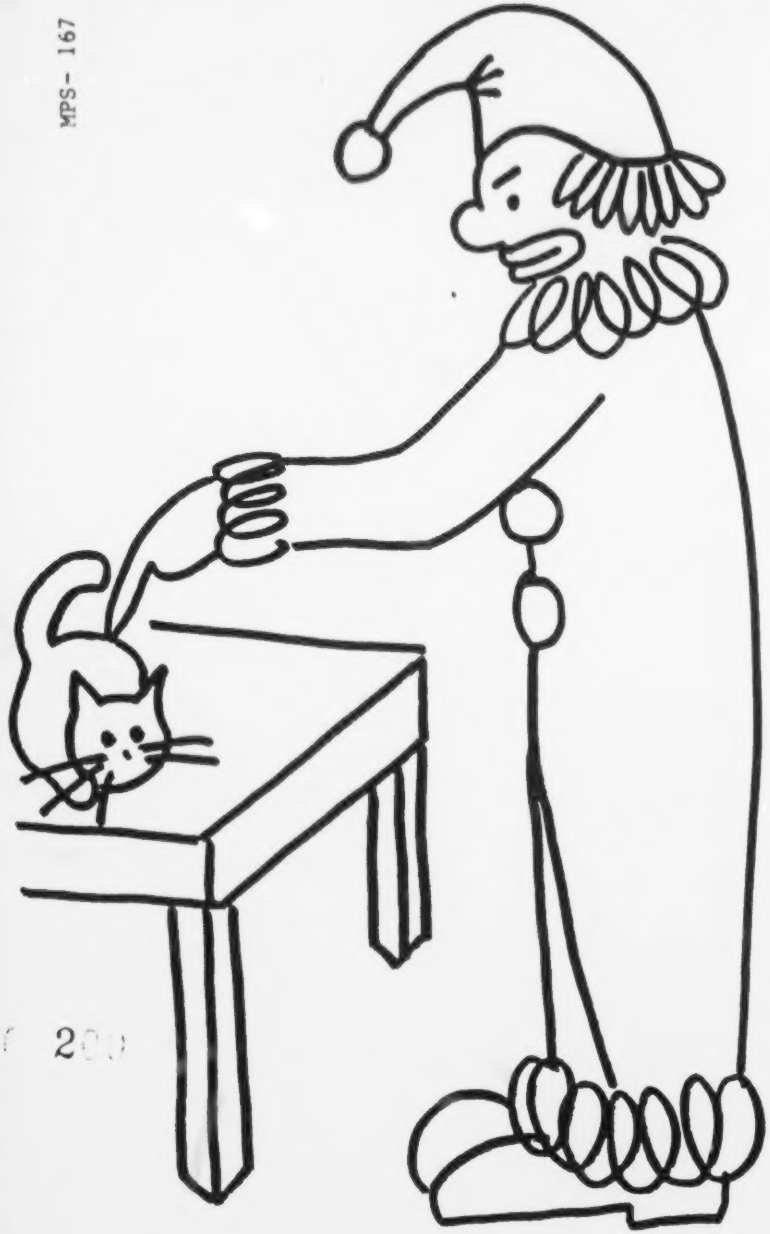

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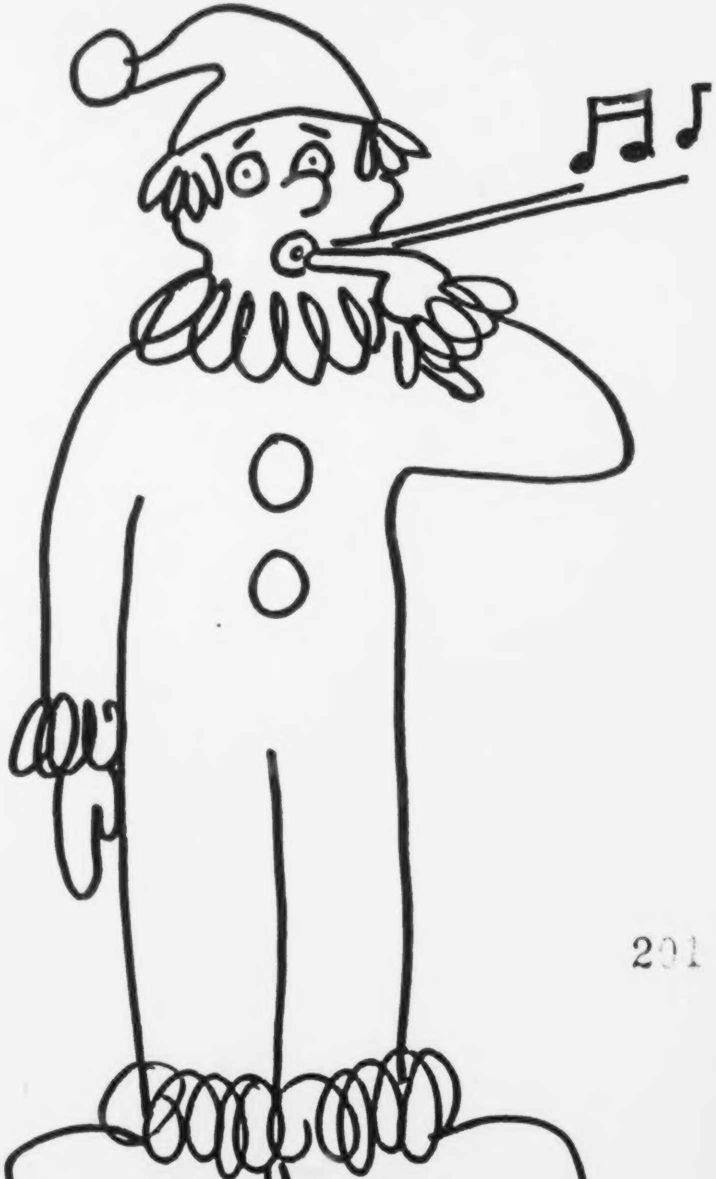

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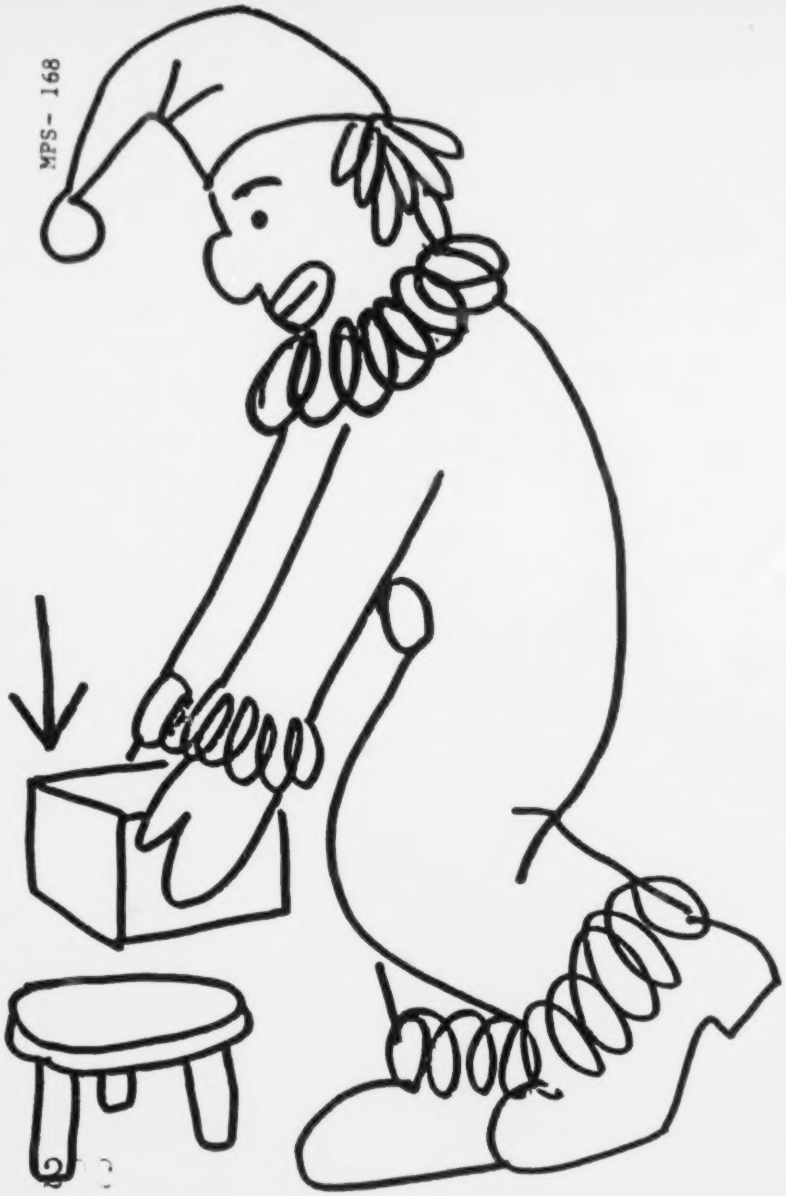
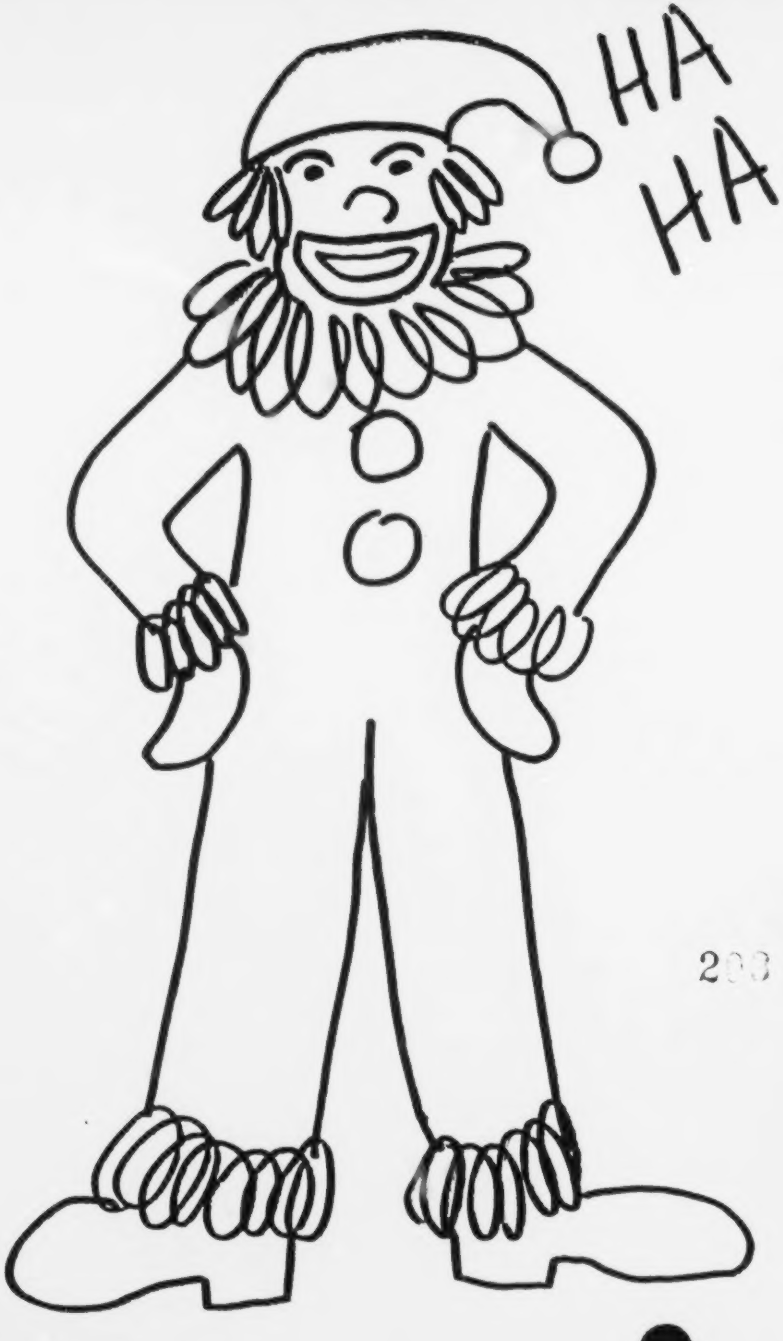
MPS- 168





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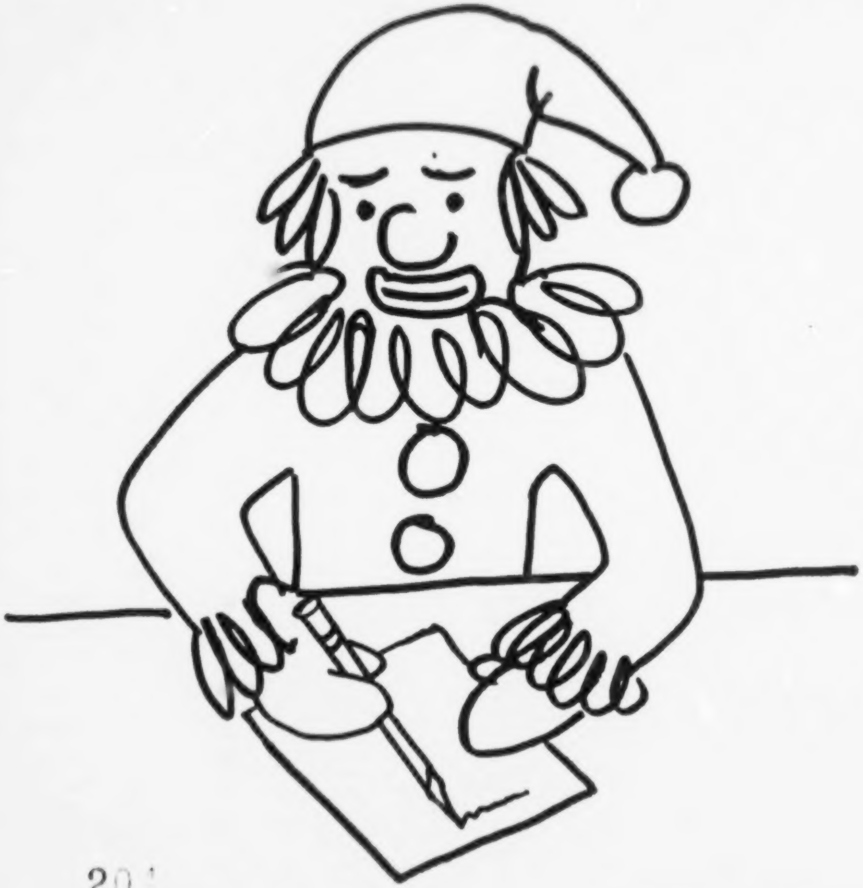

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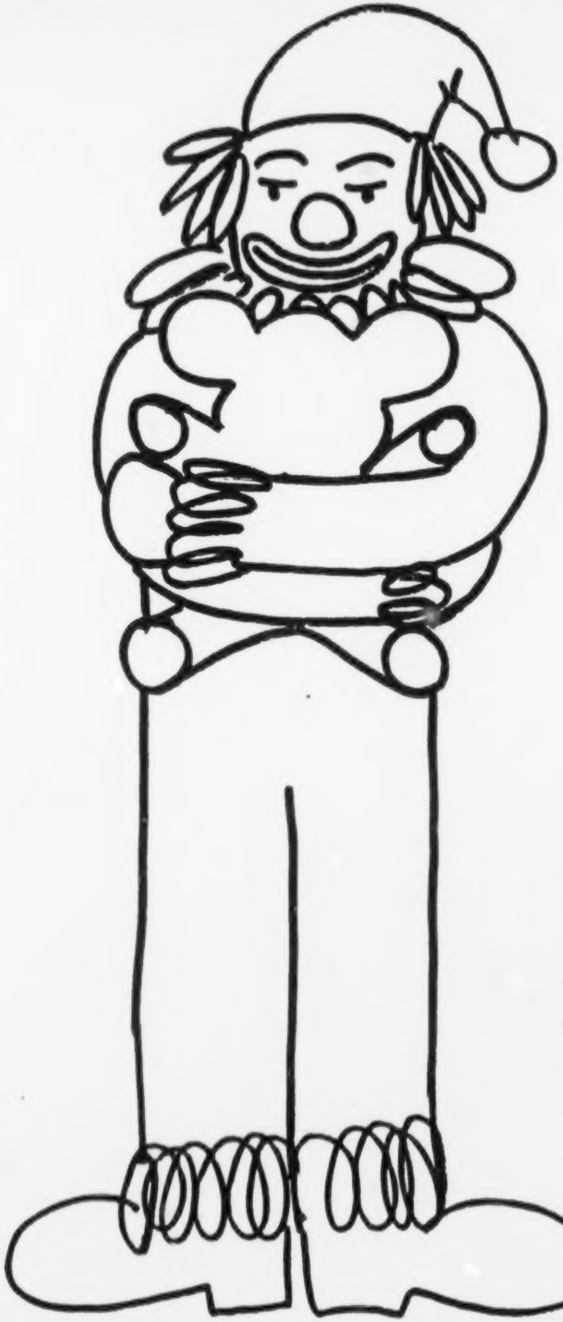

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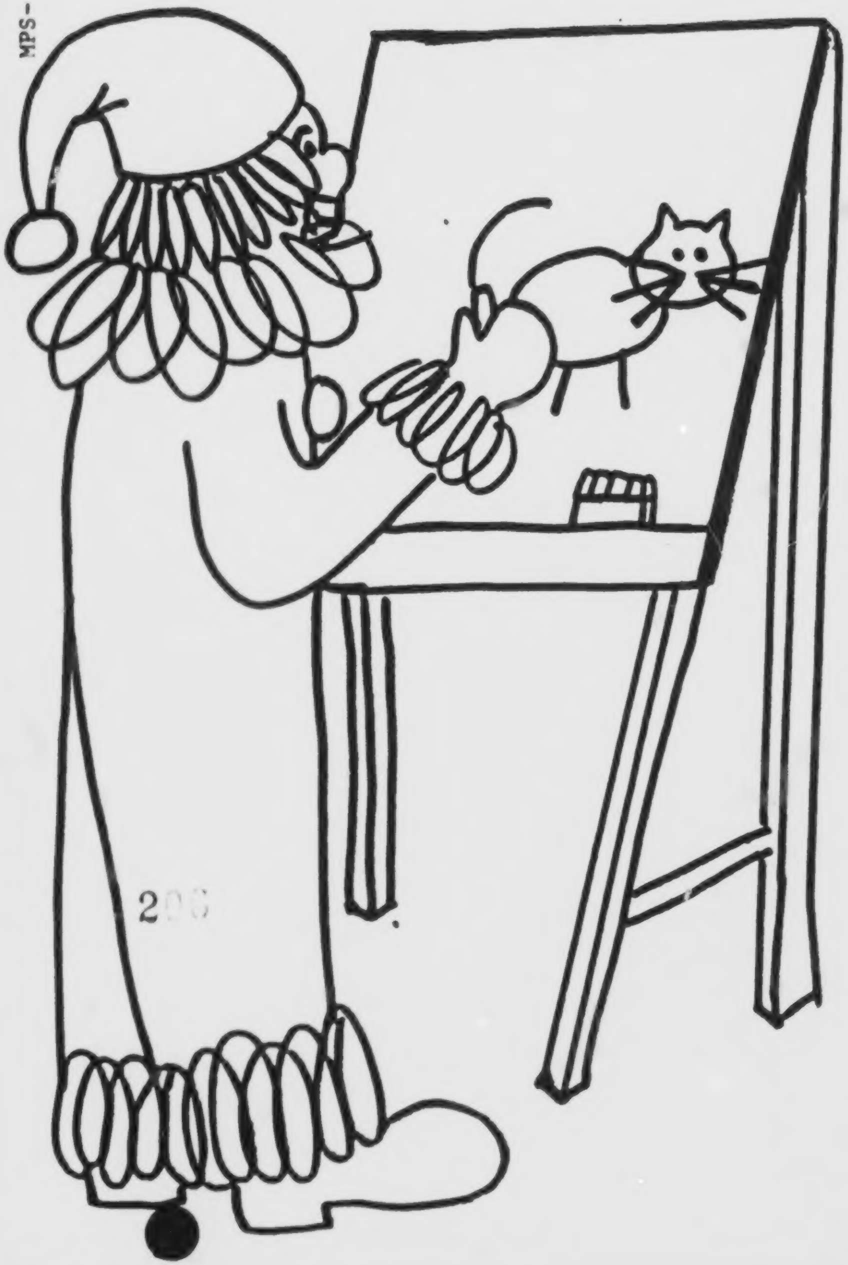

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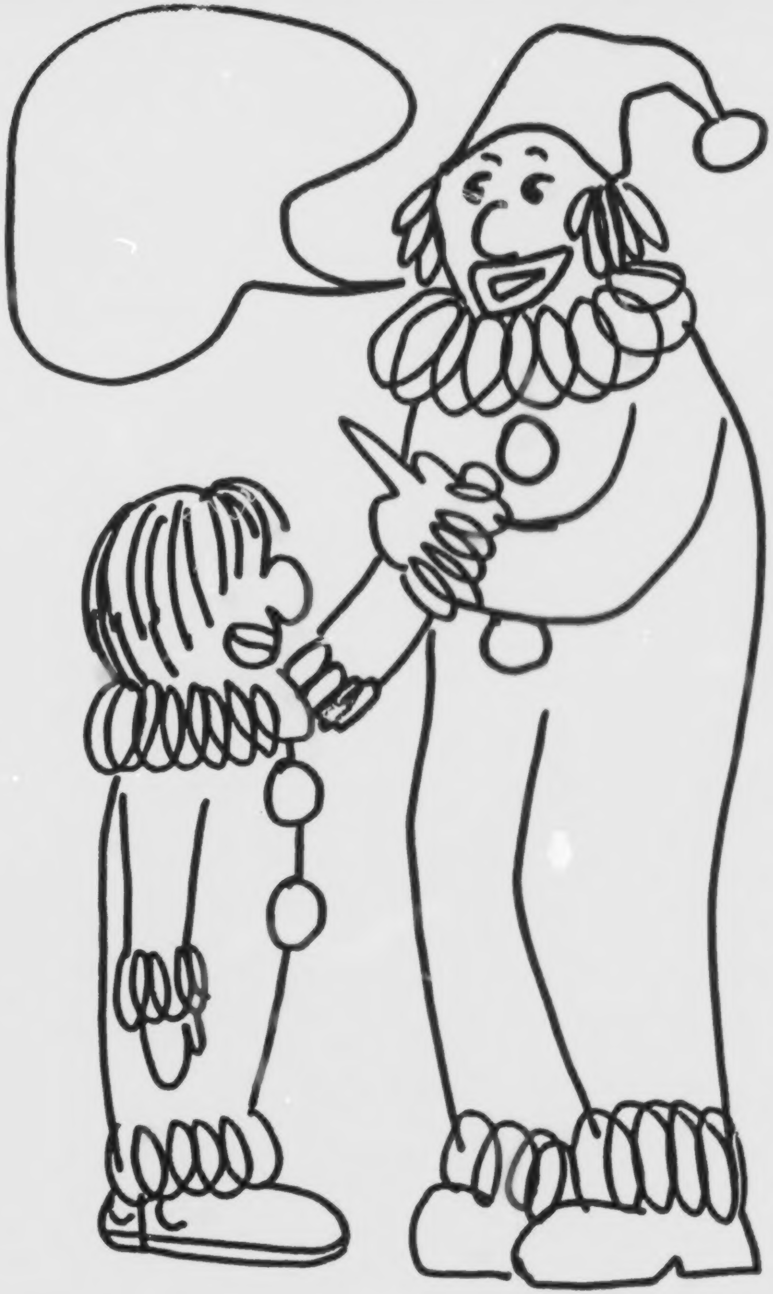

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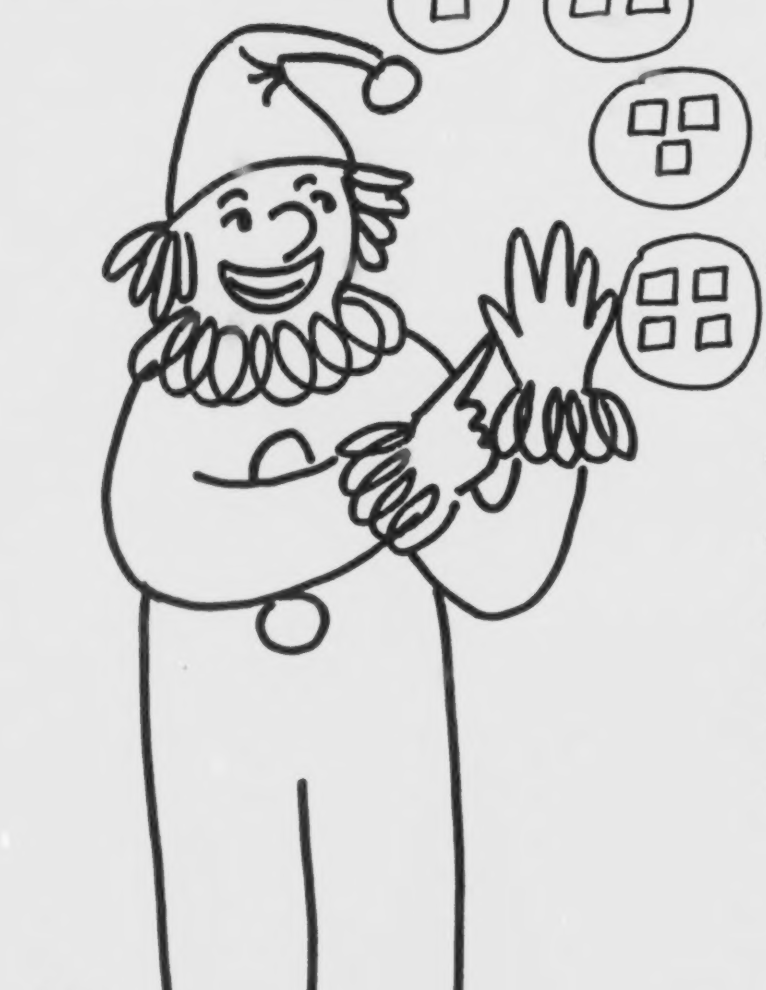

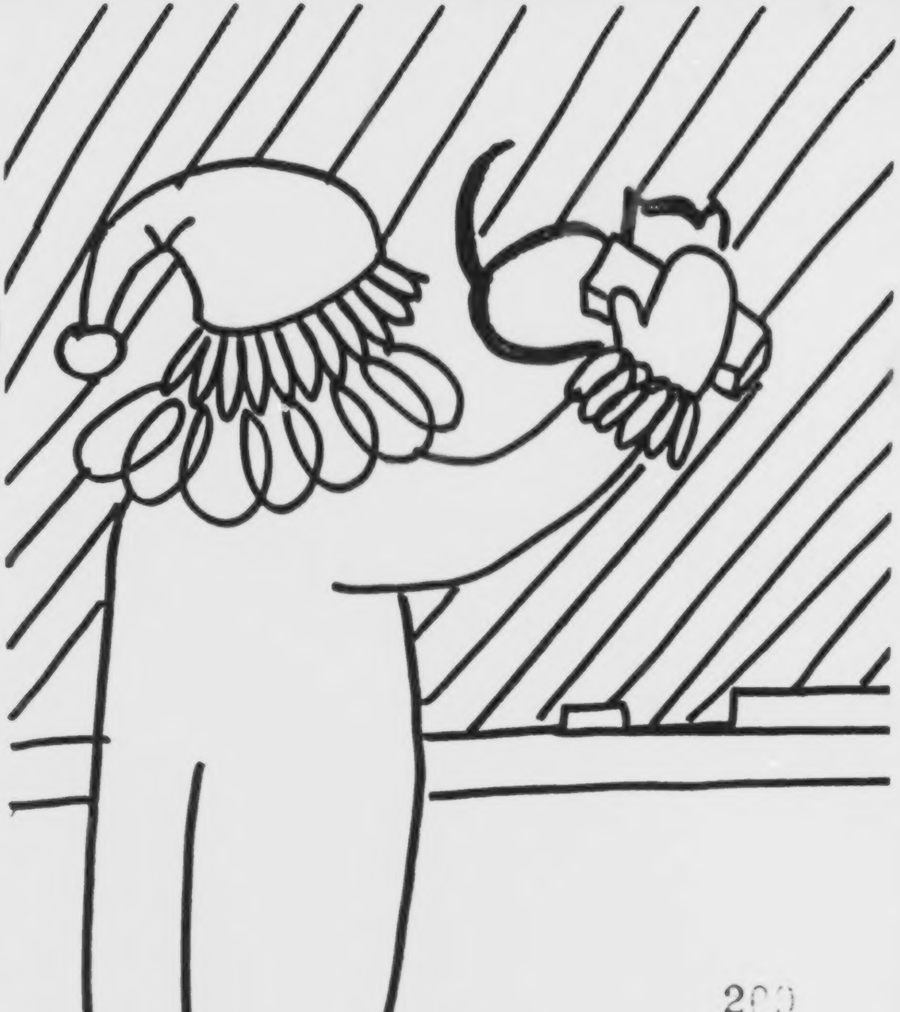

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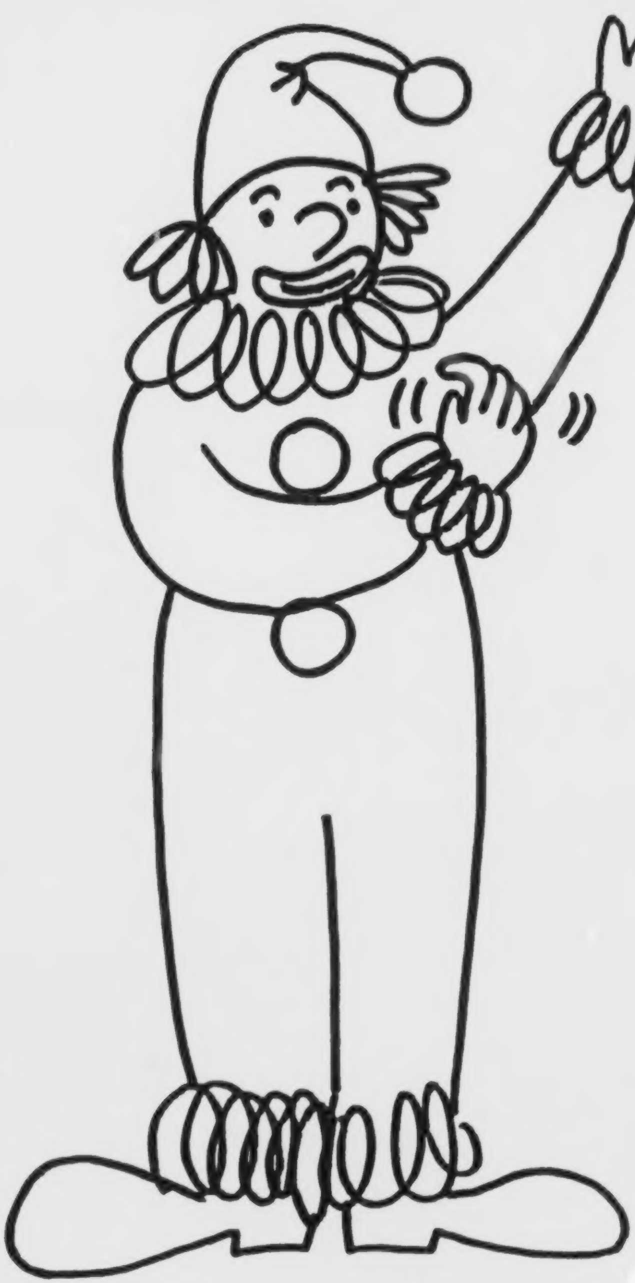

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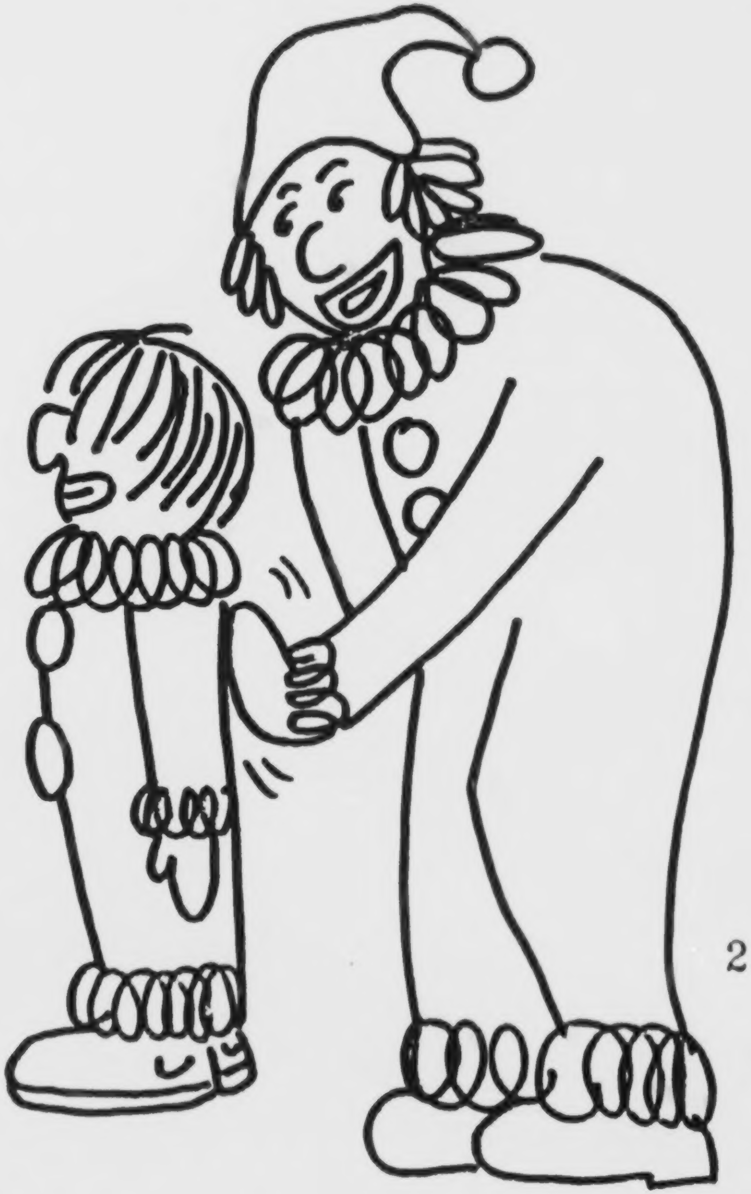

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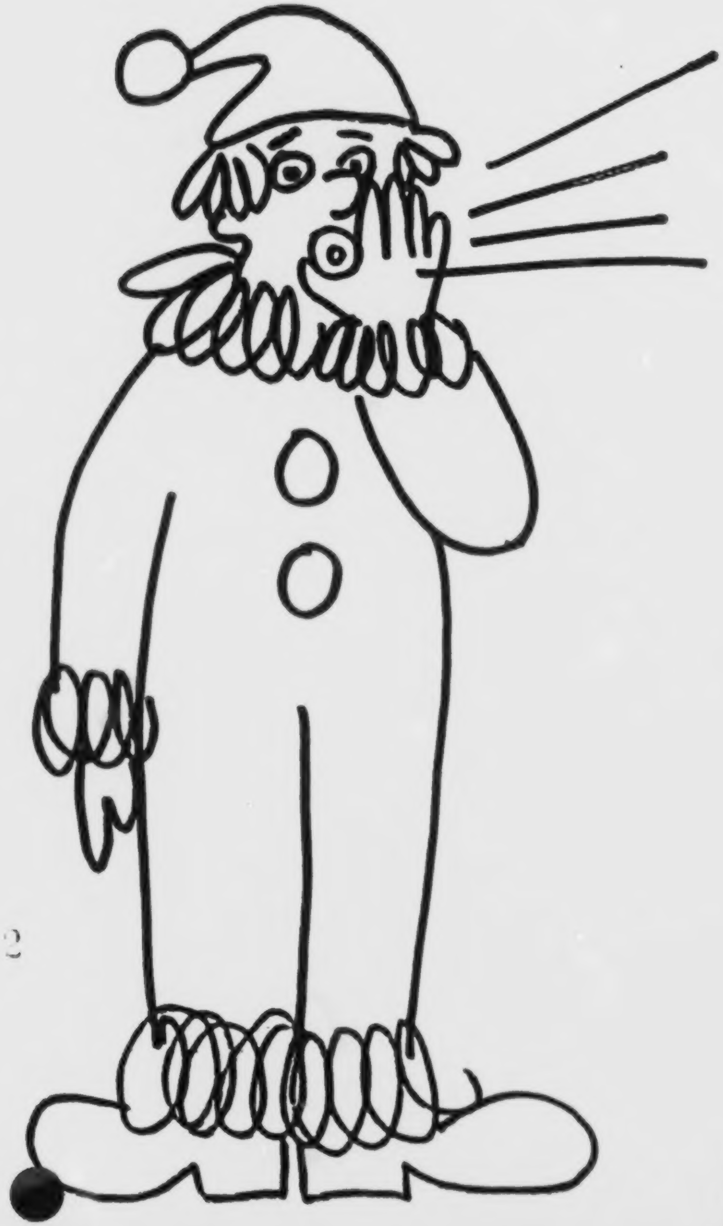

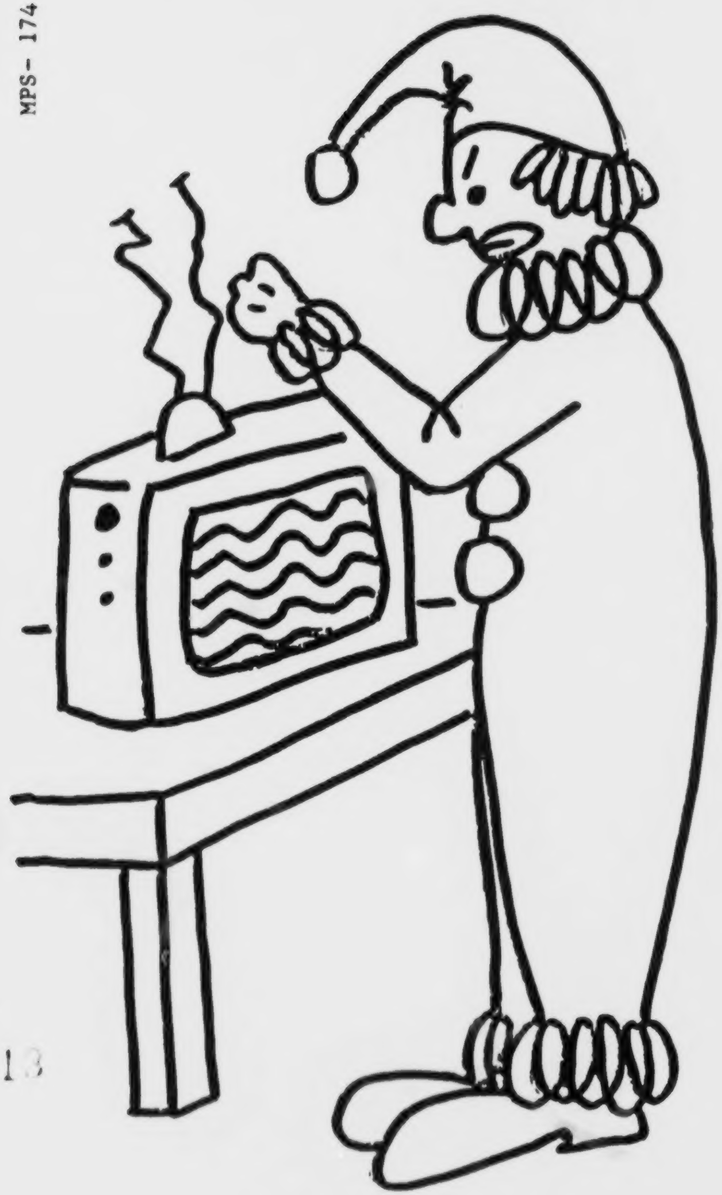

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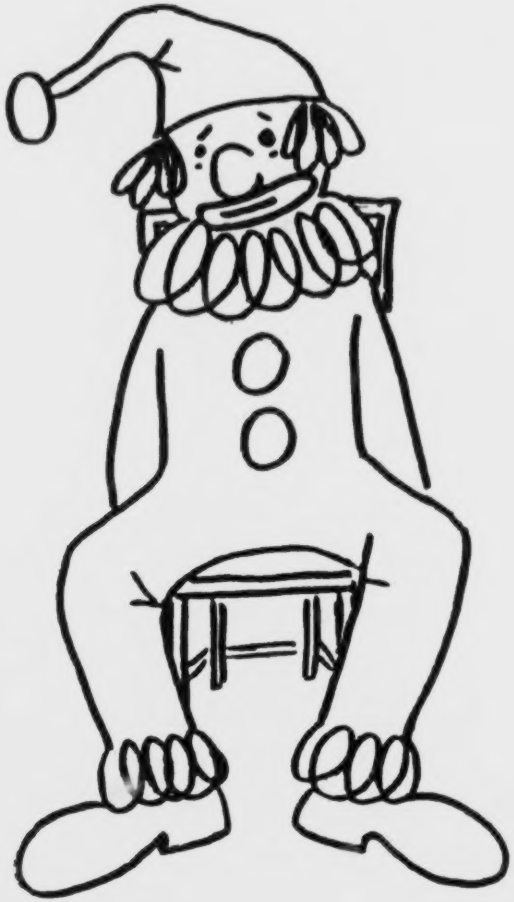

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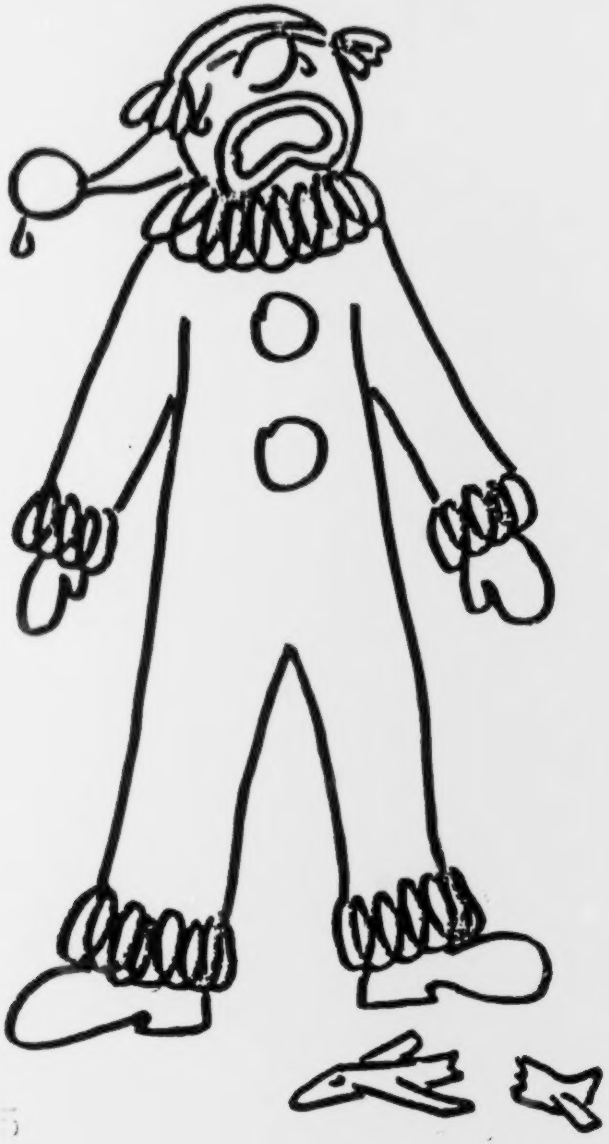

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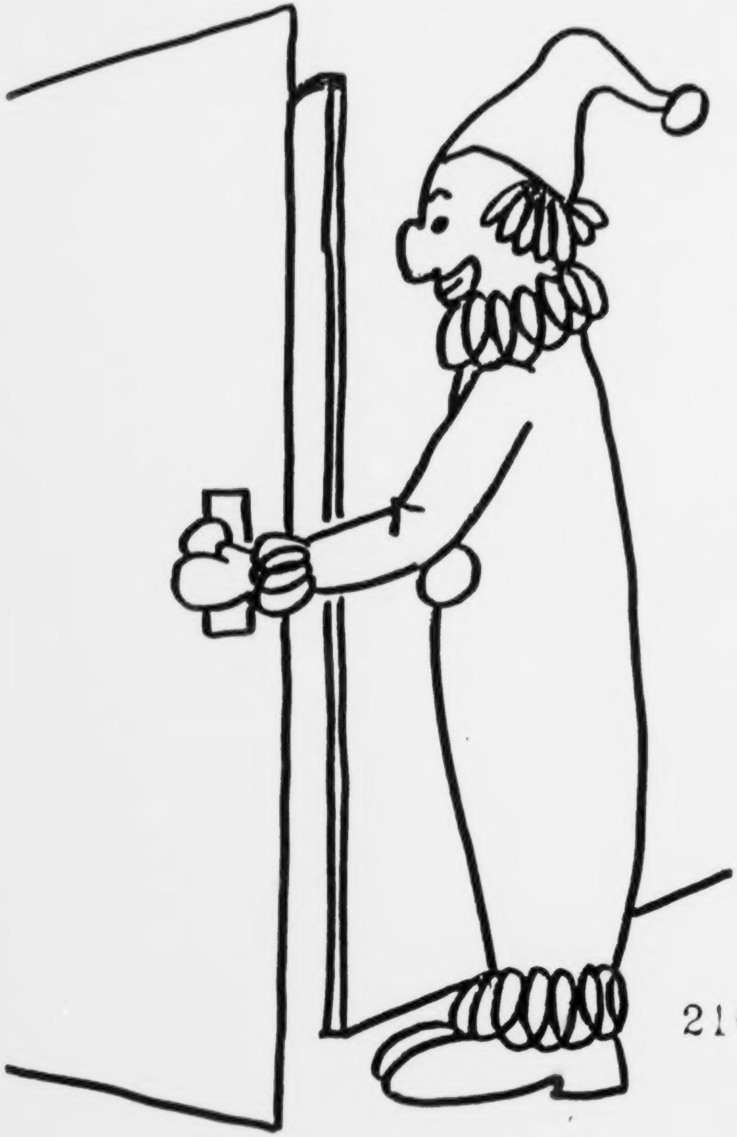

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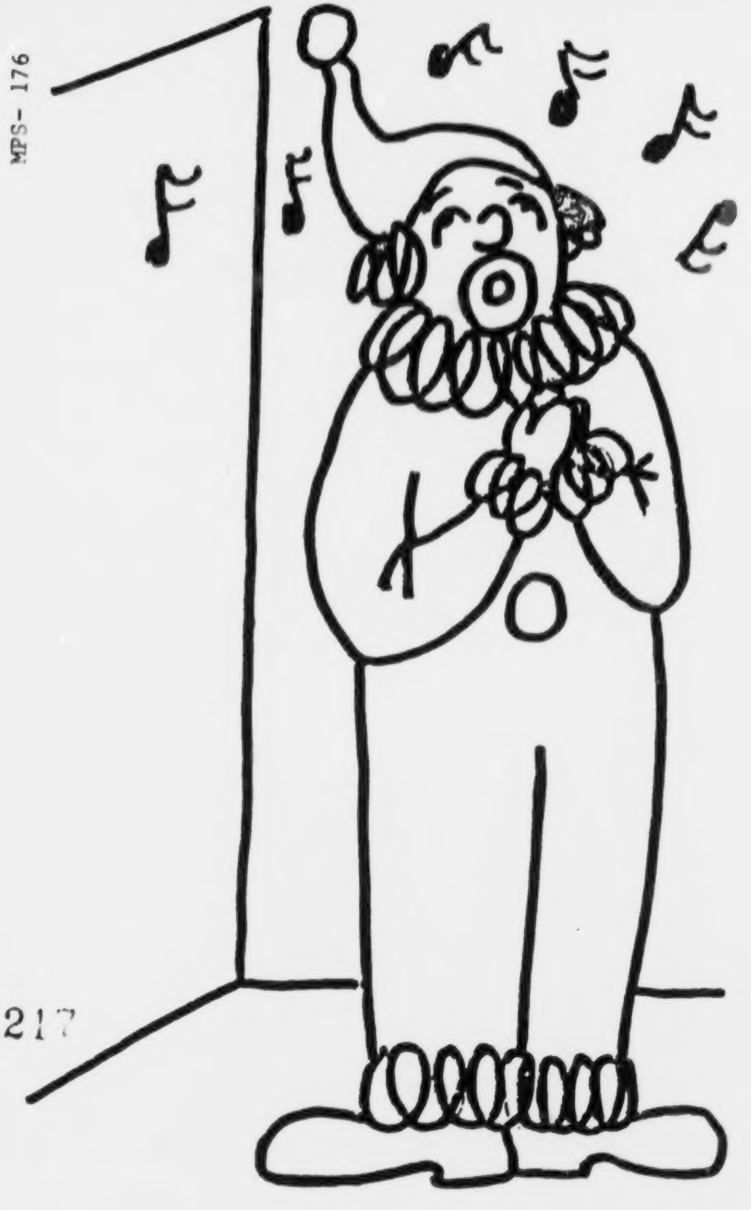

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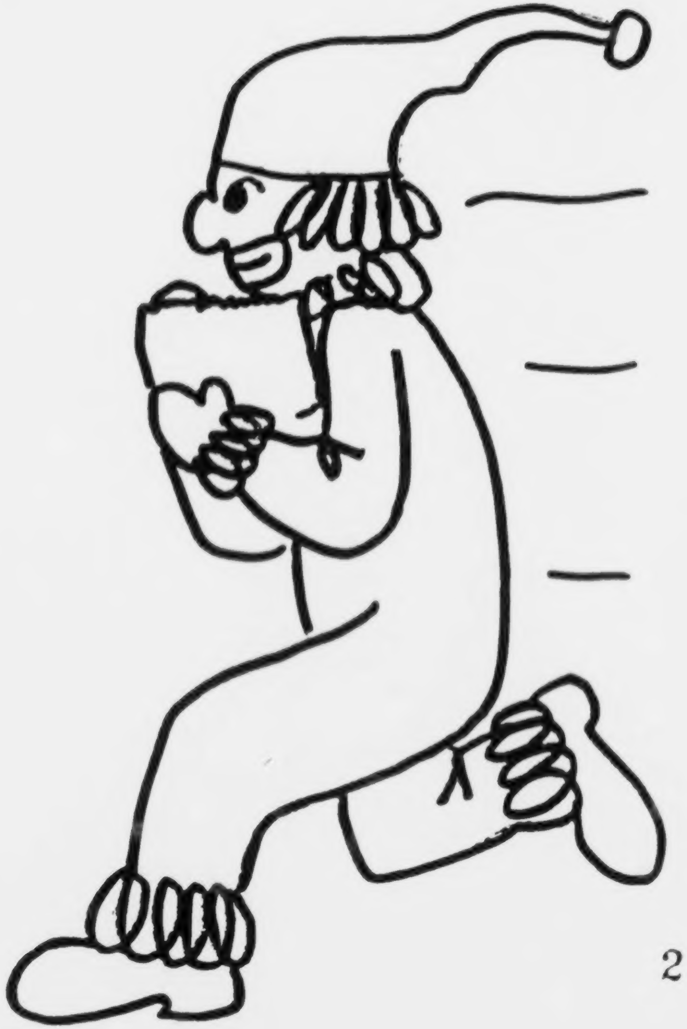

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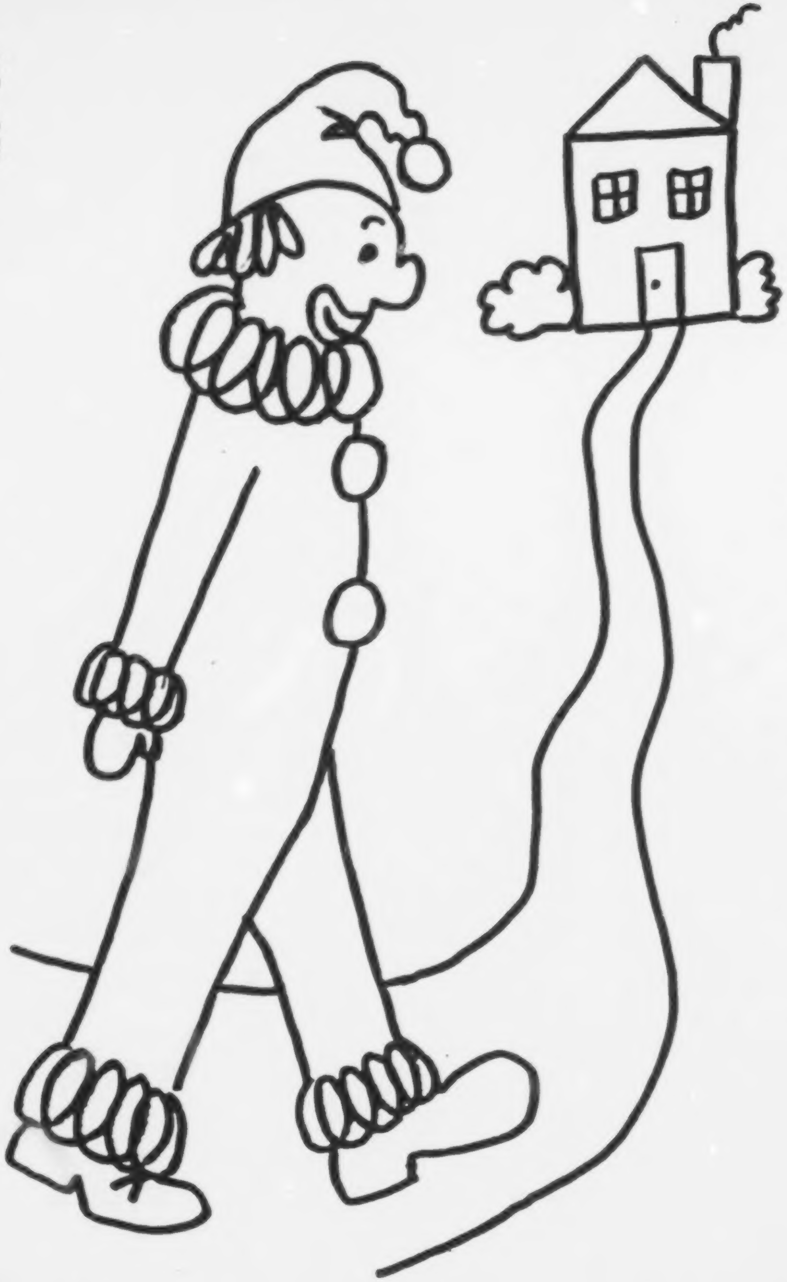

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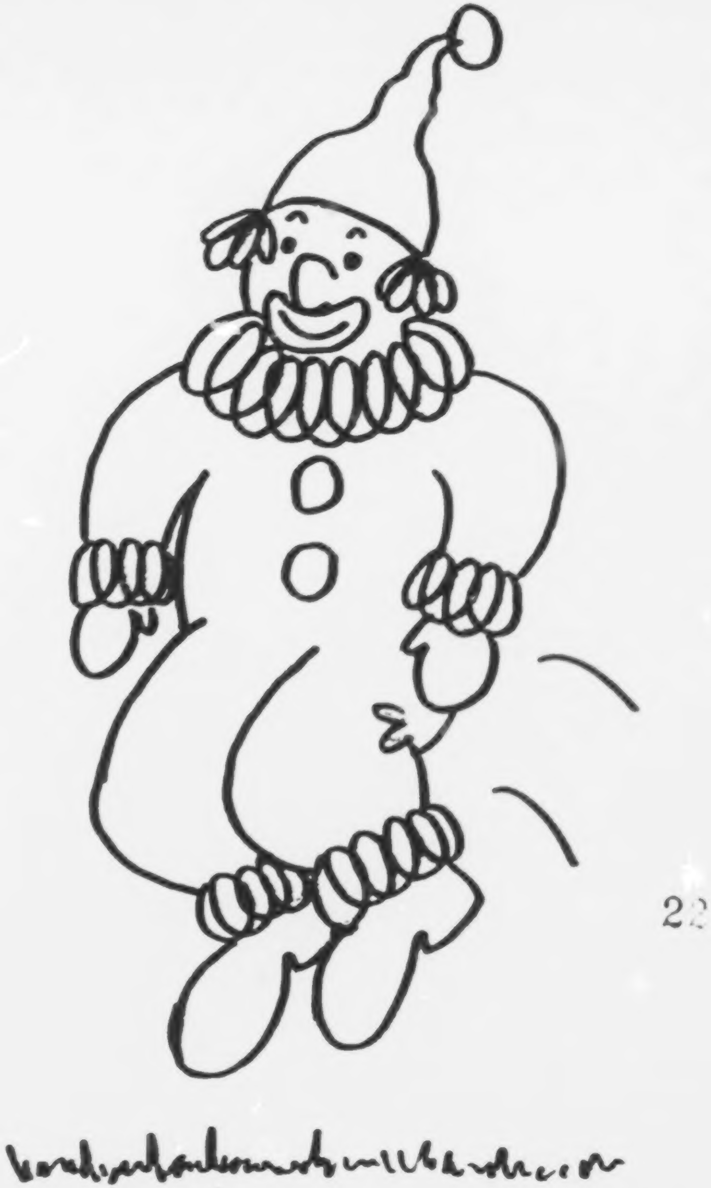

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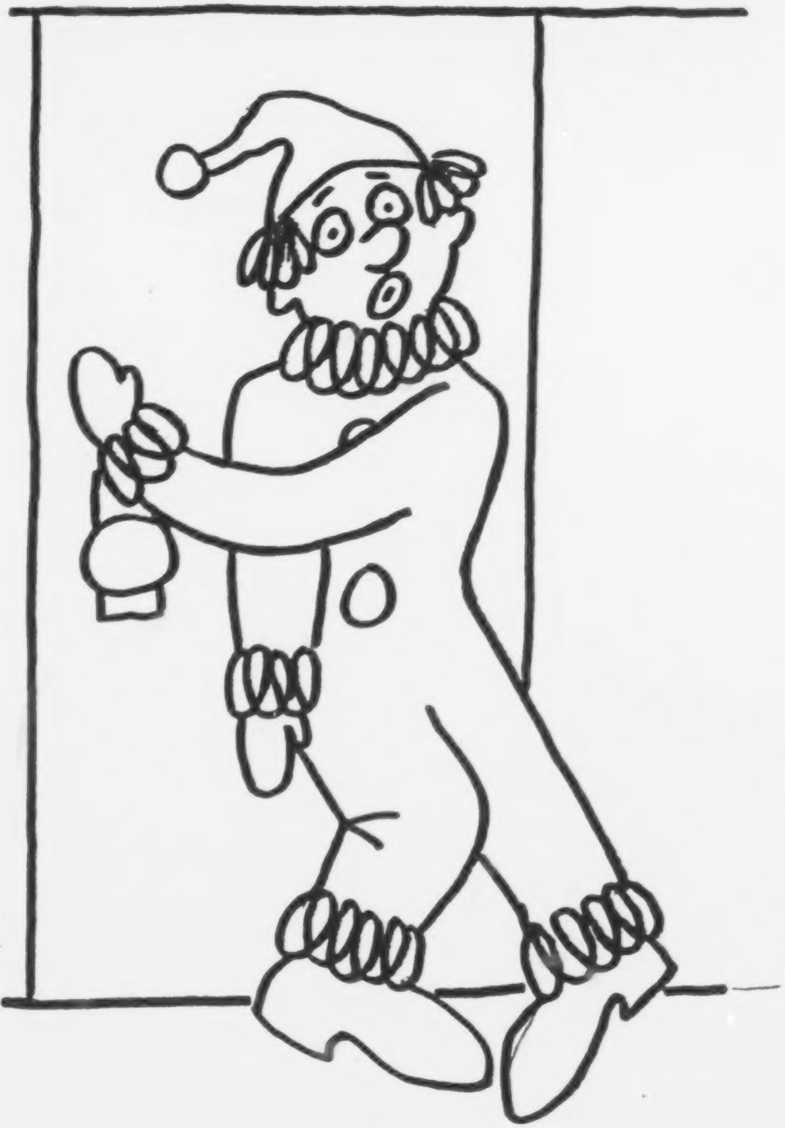

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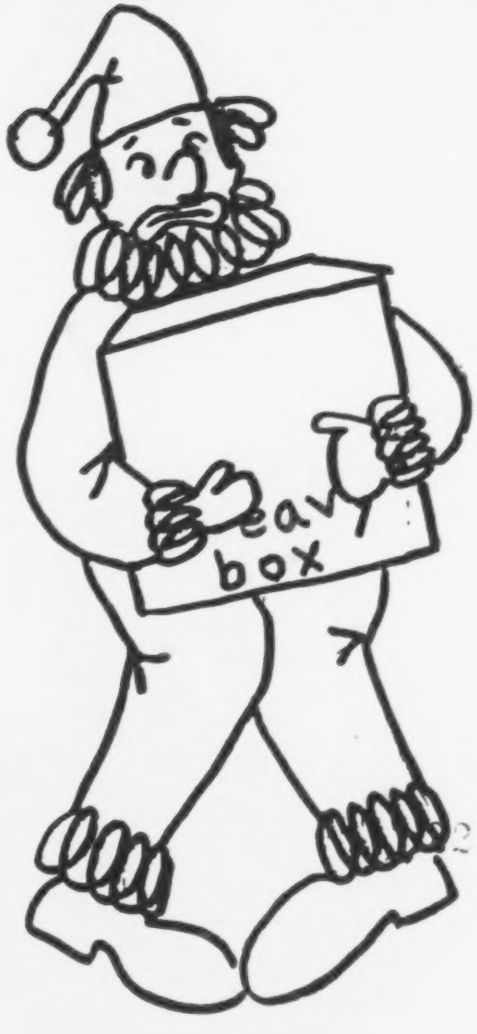

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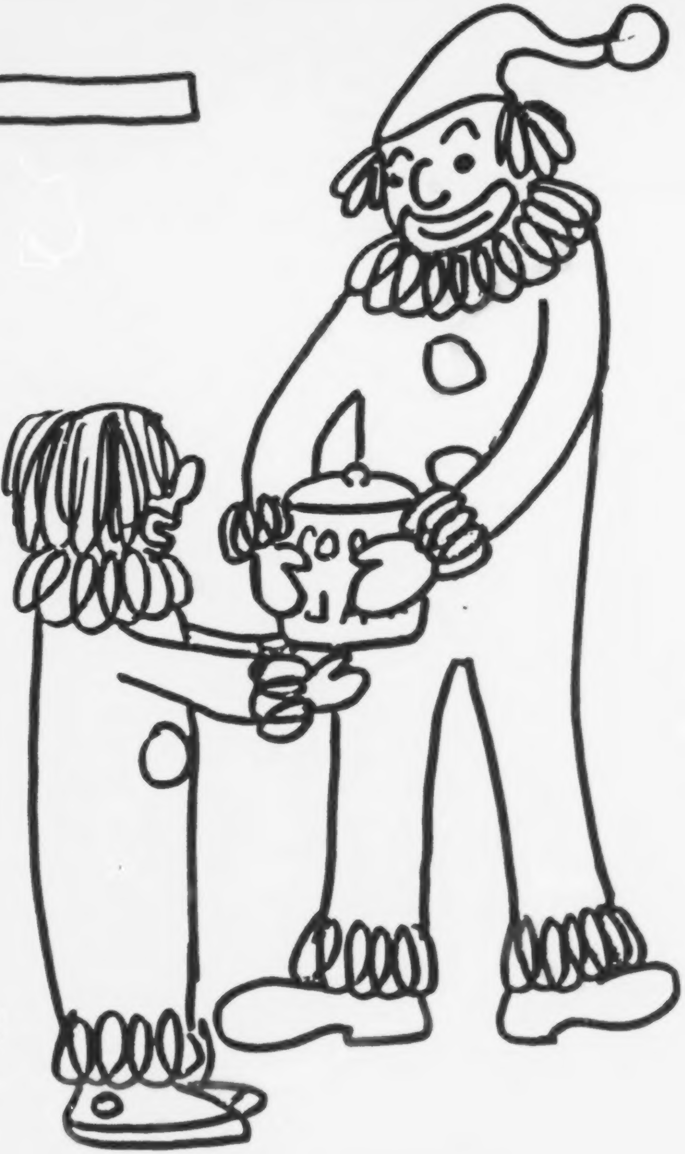

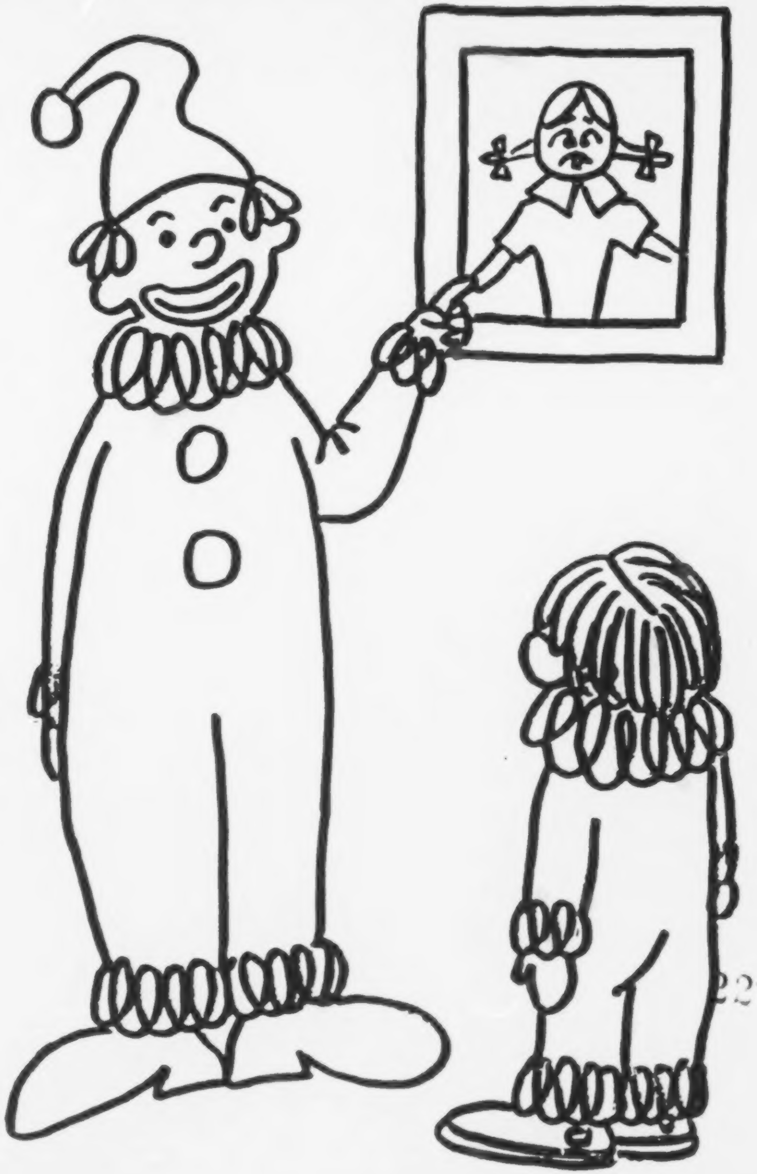

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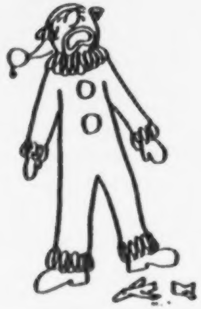
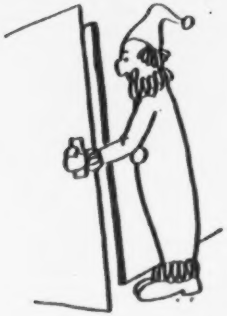
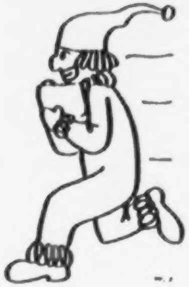
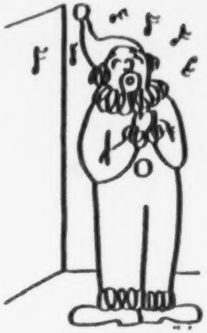
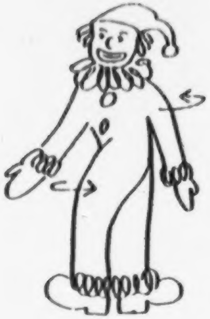
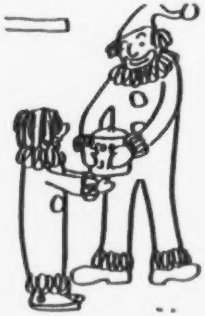
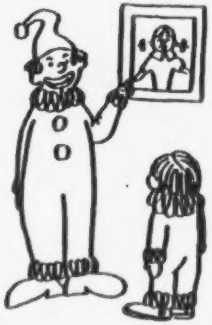
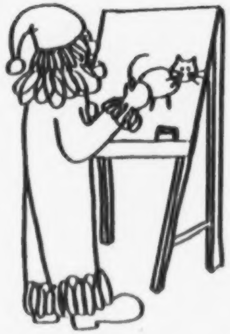
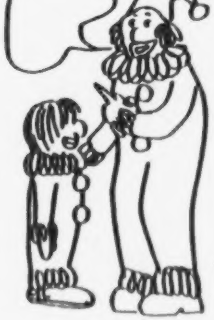
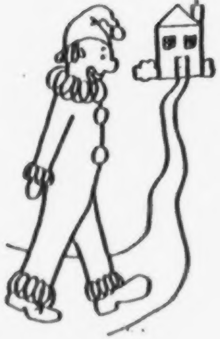
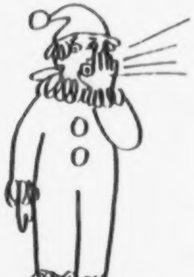
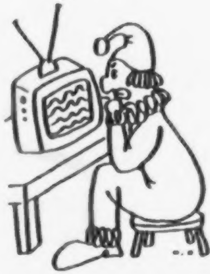
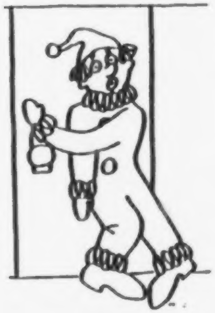
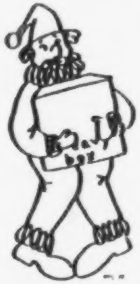
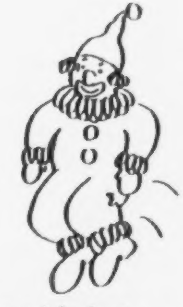
Physical Response Pictures

Small Clowns

MPS- 182

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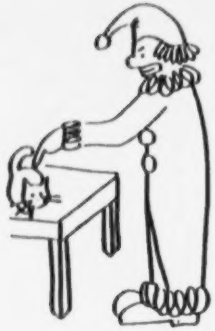
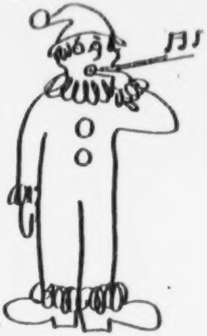
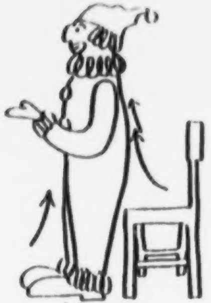
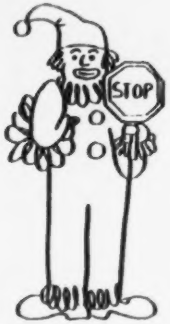
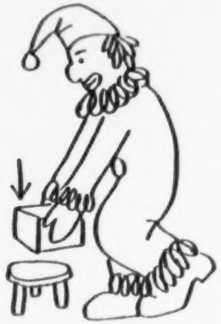
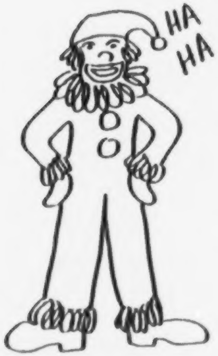
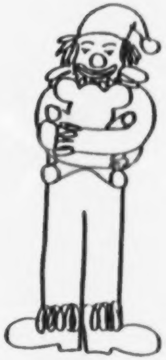
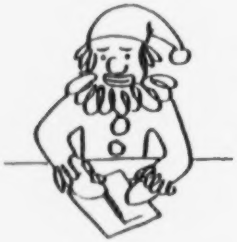
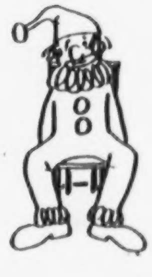
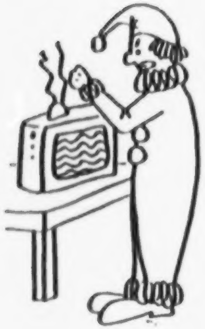
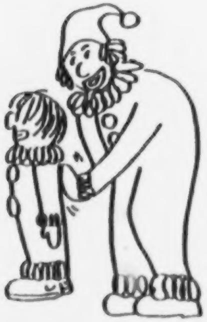
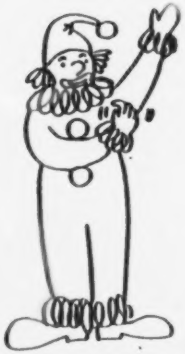
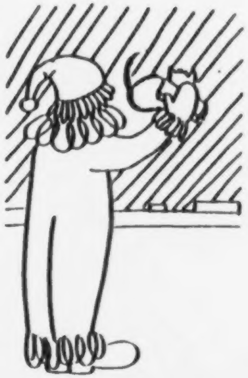
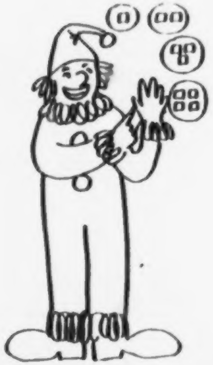
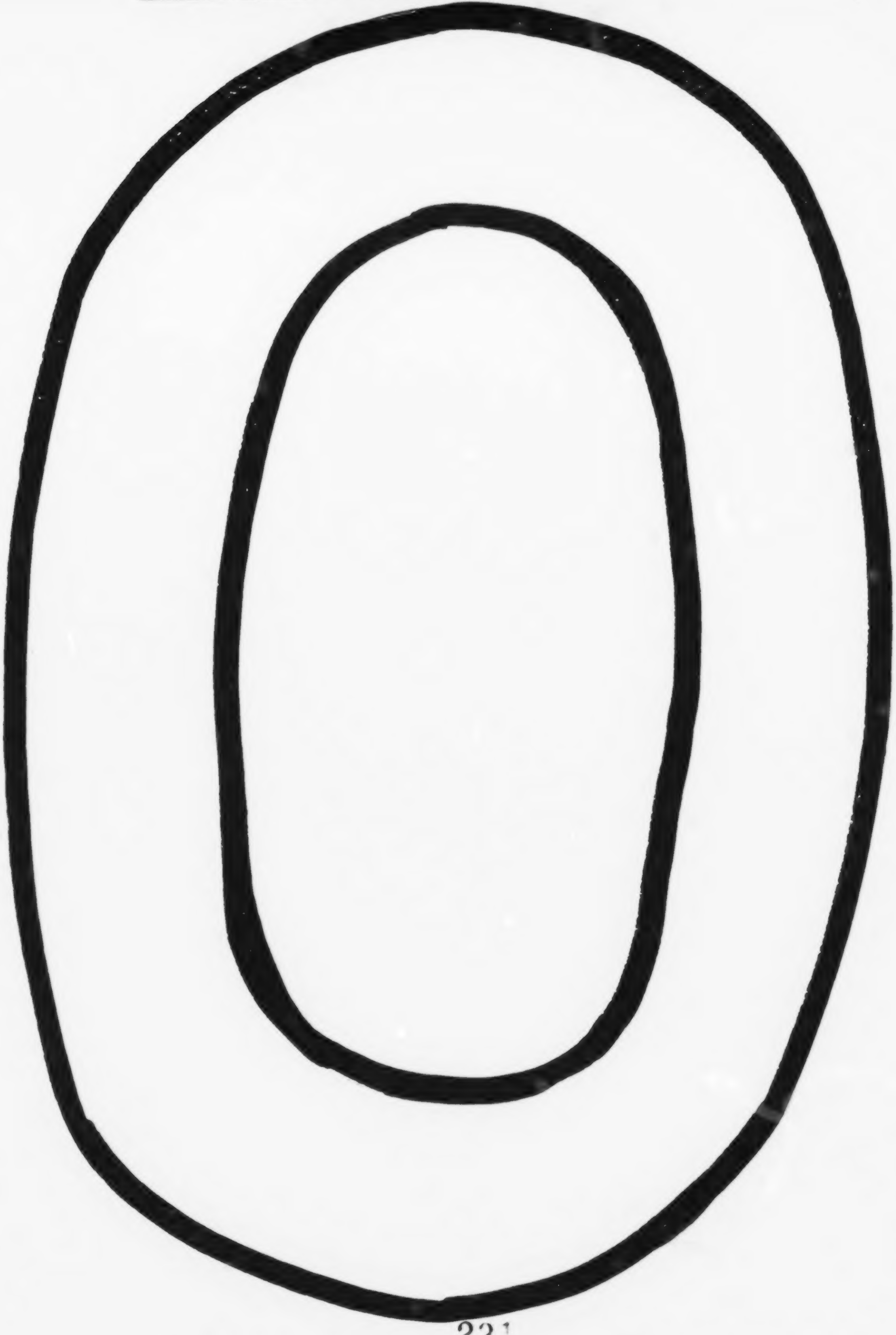





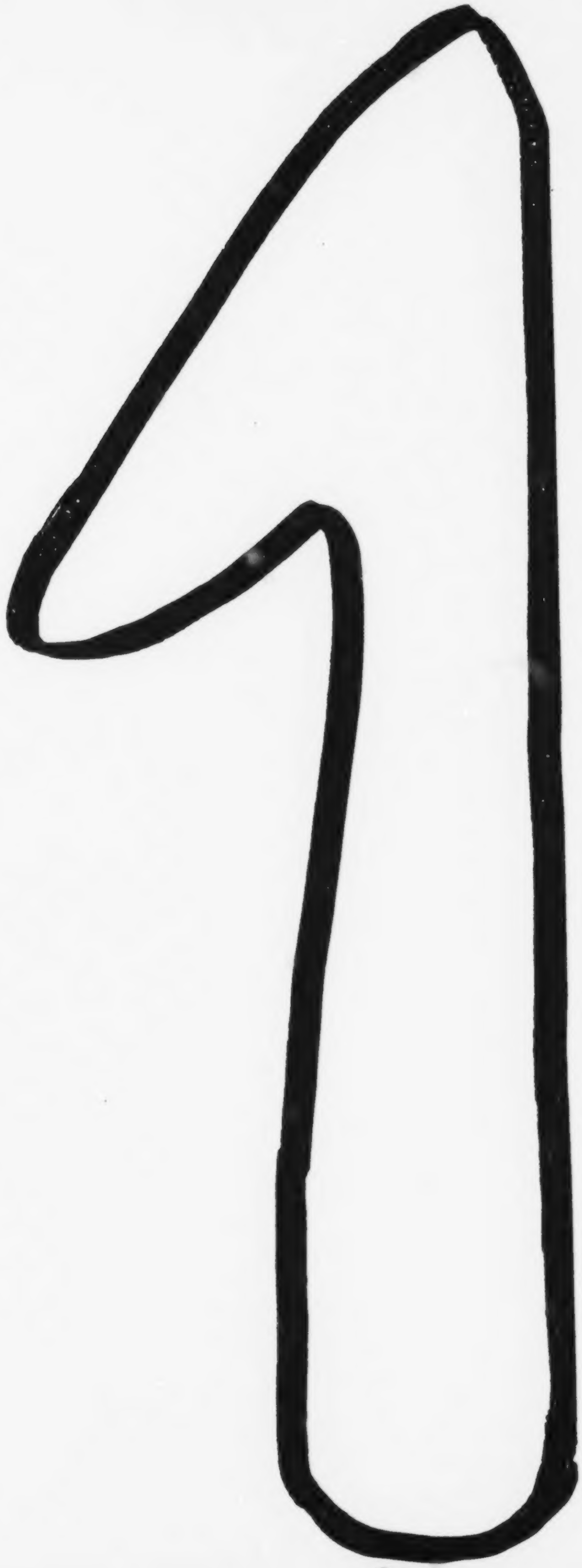









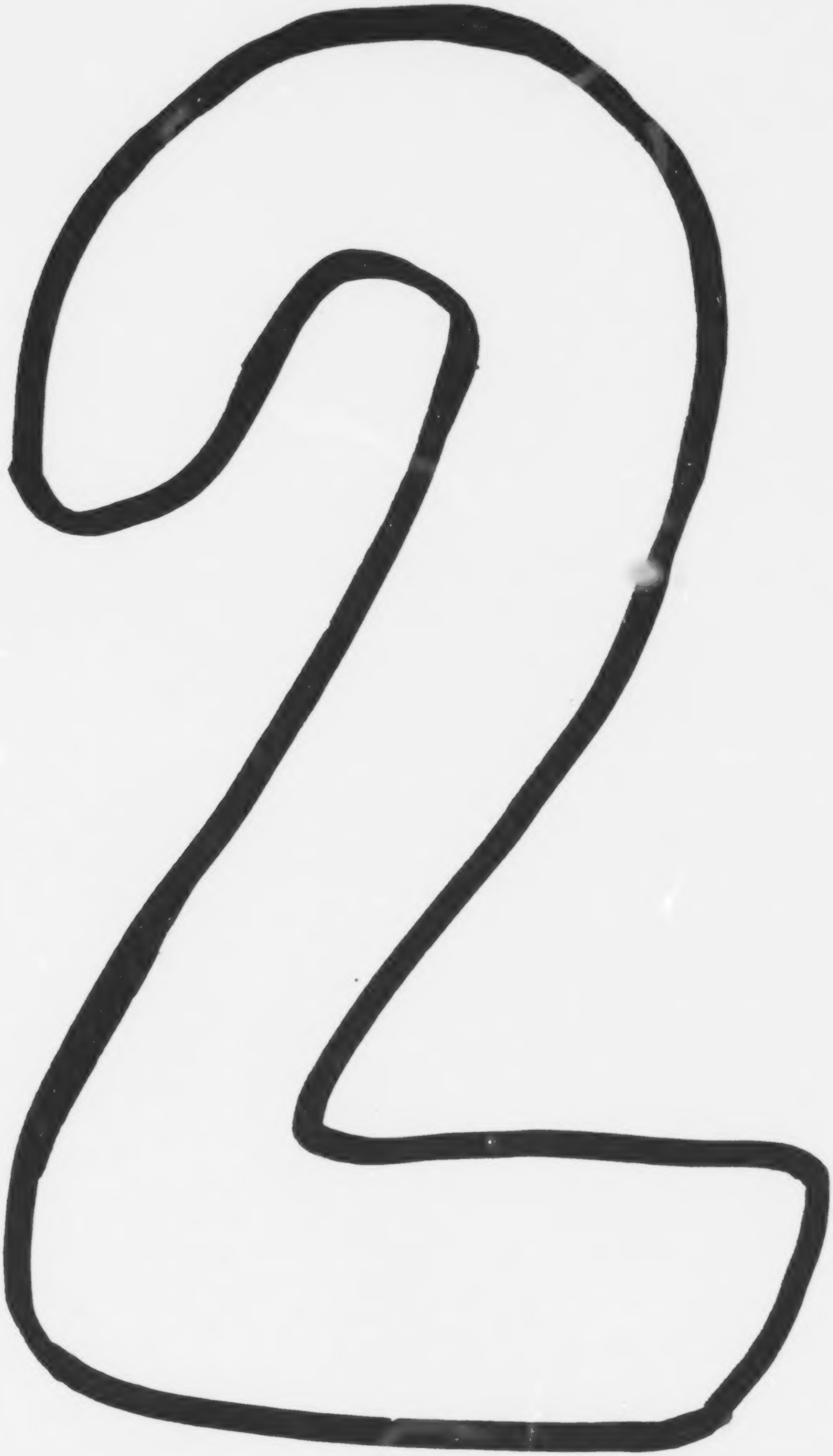
Number Patterns for Physical Response Activities

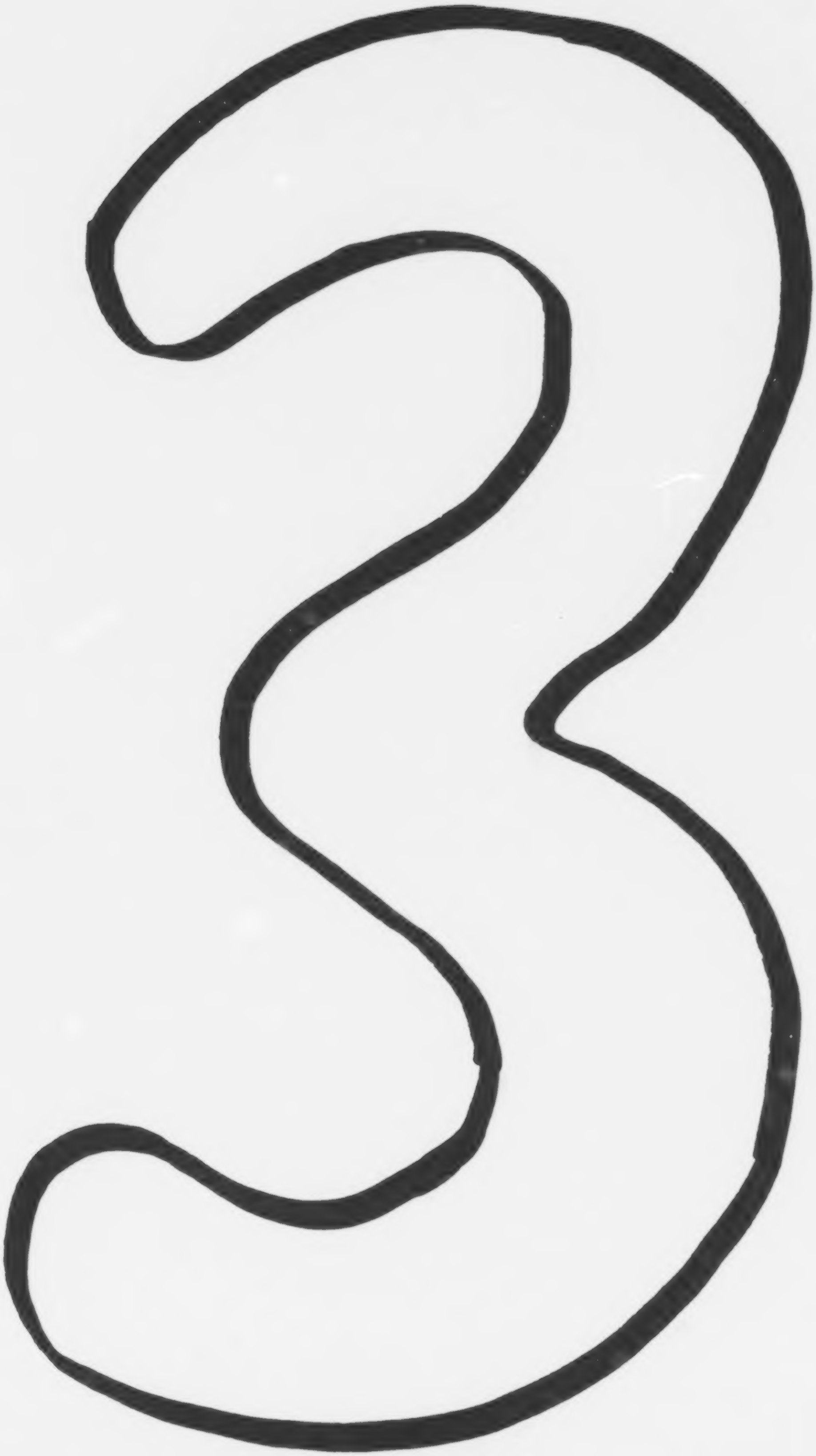
LARGE NUMBERS FOR TOTAL PHYSICAL RESPONSE ACTIVITIES

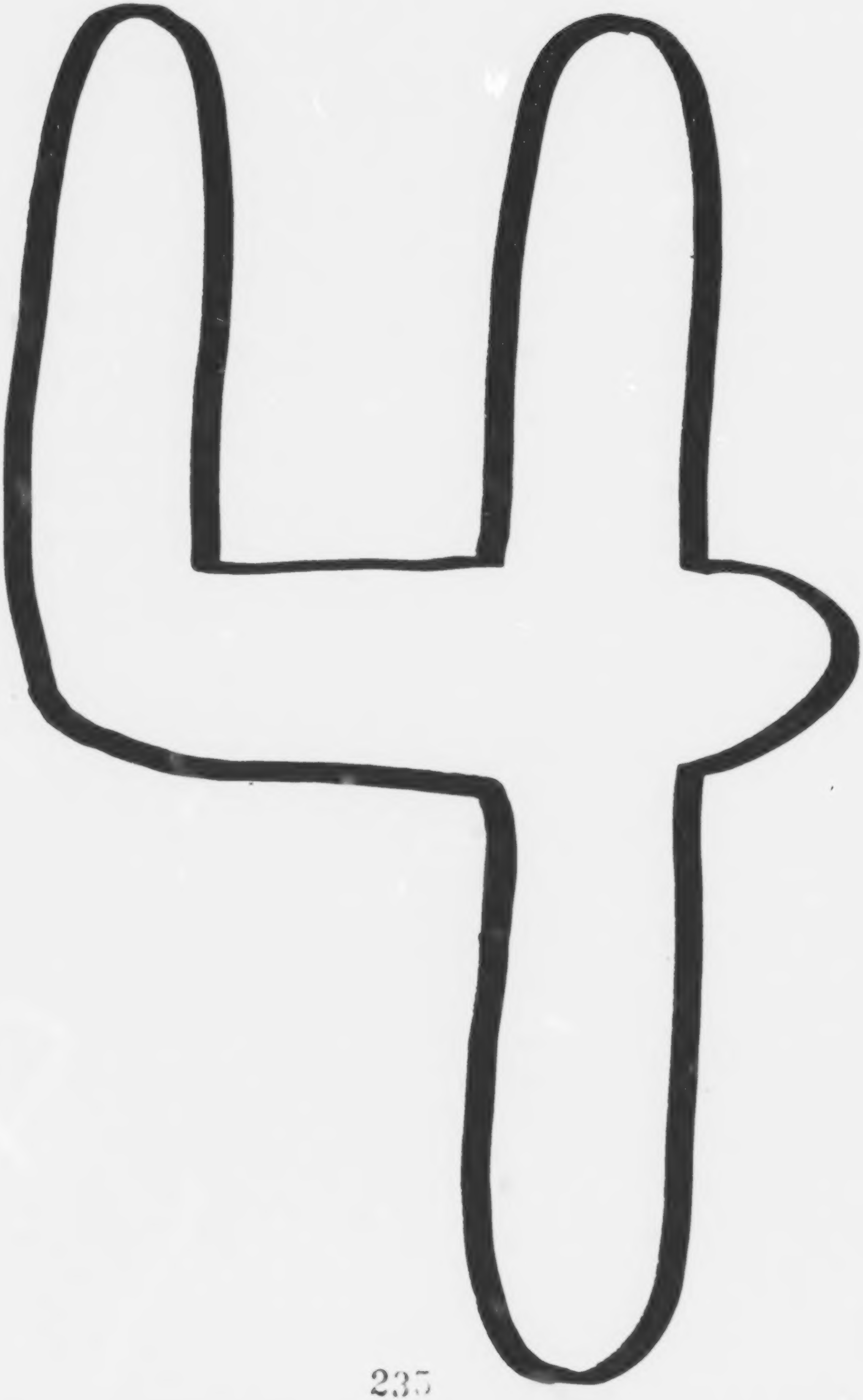


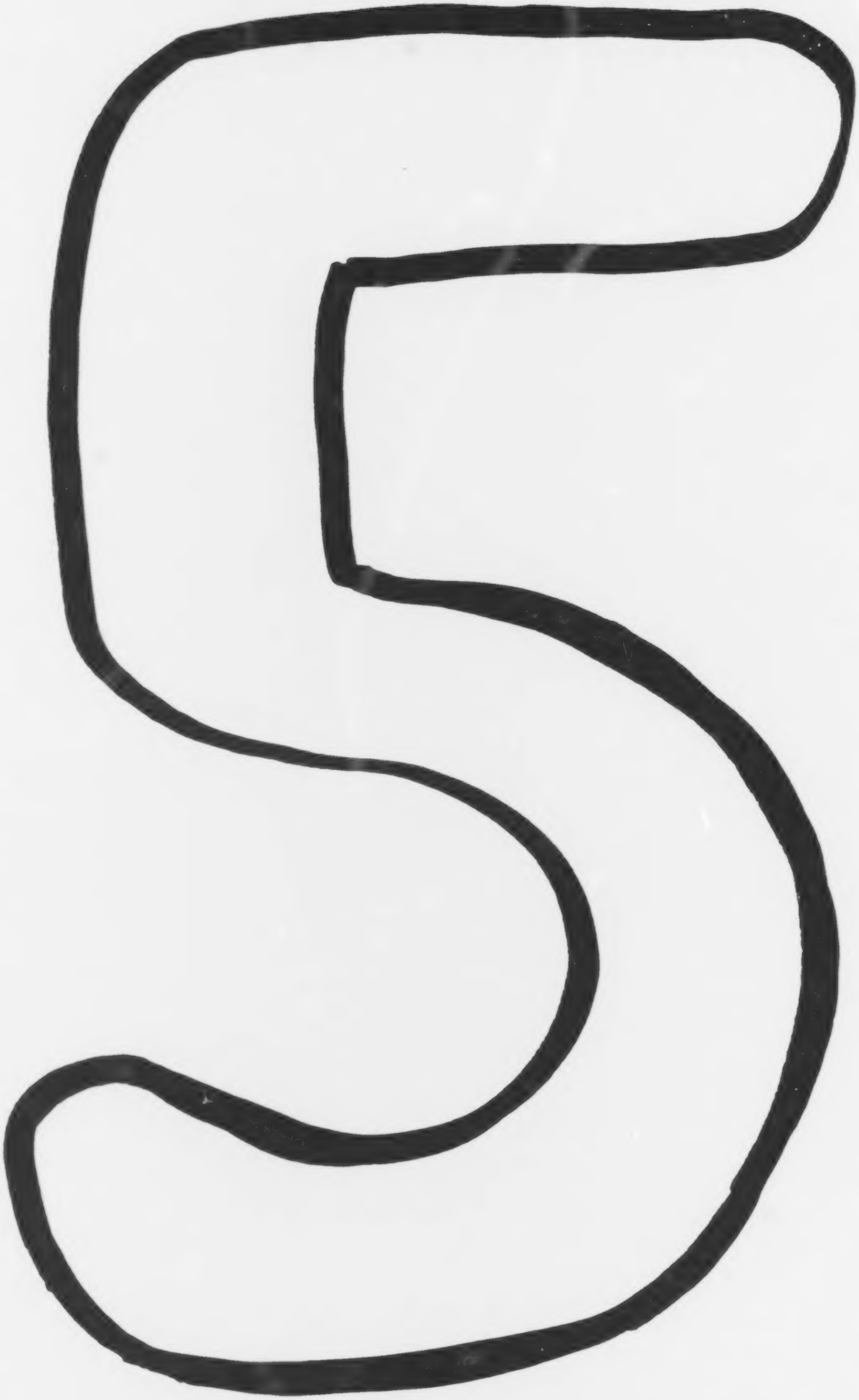
MPS- 190

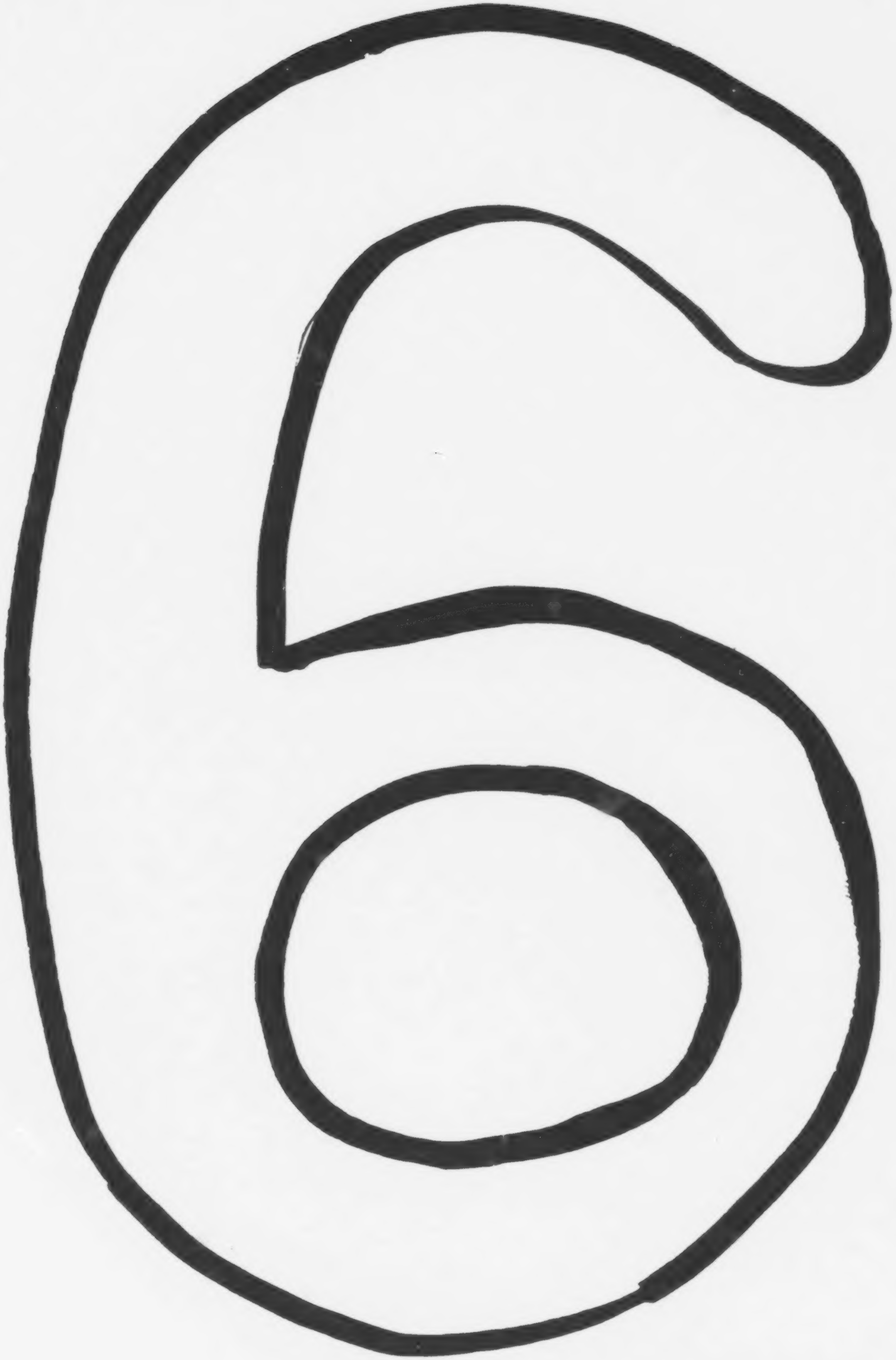


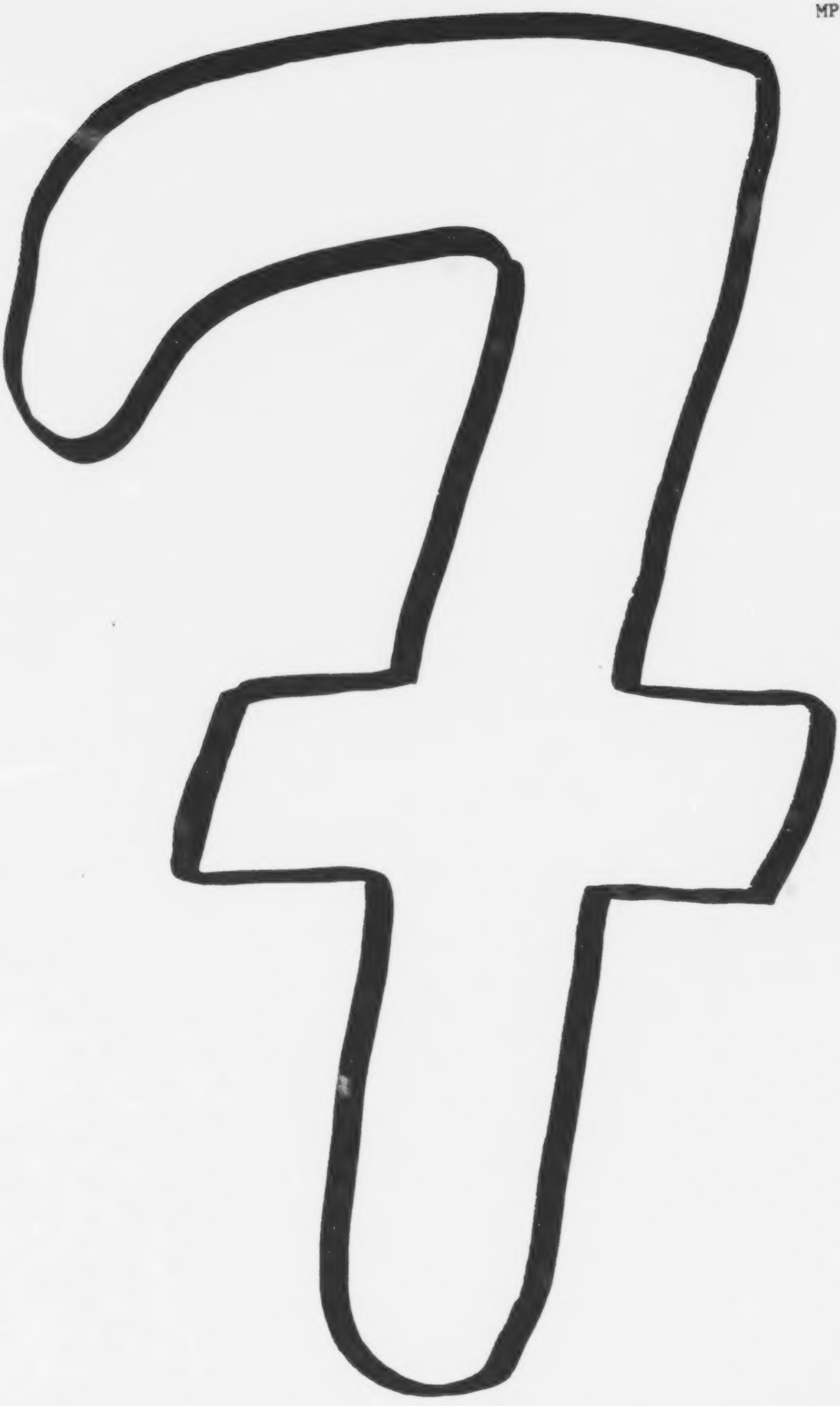


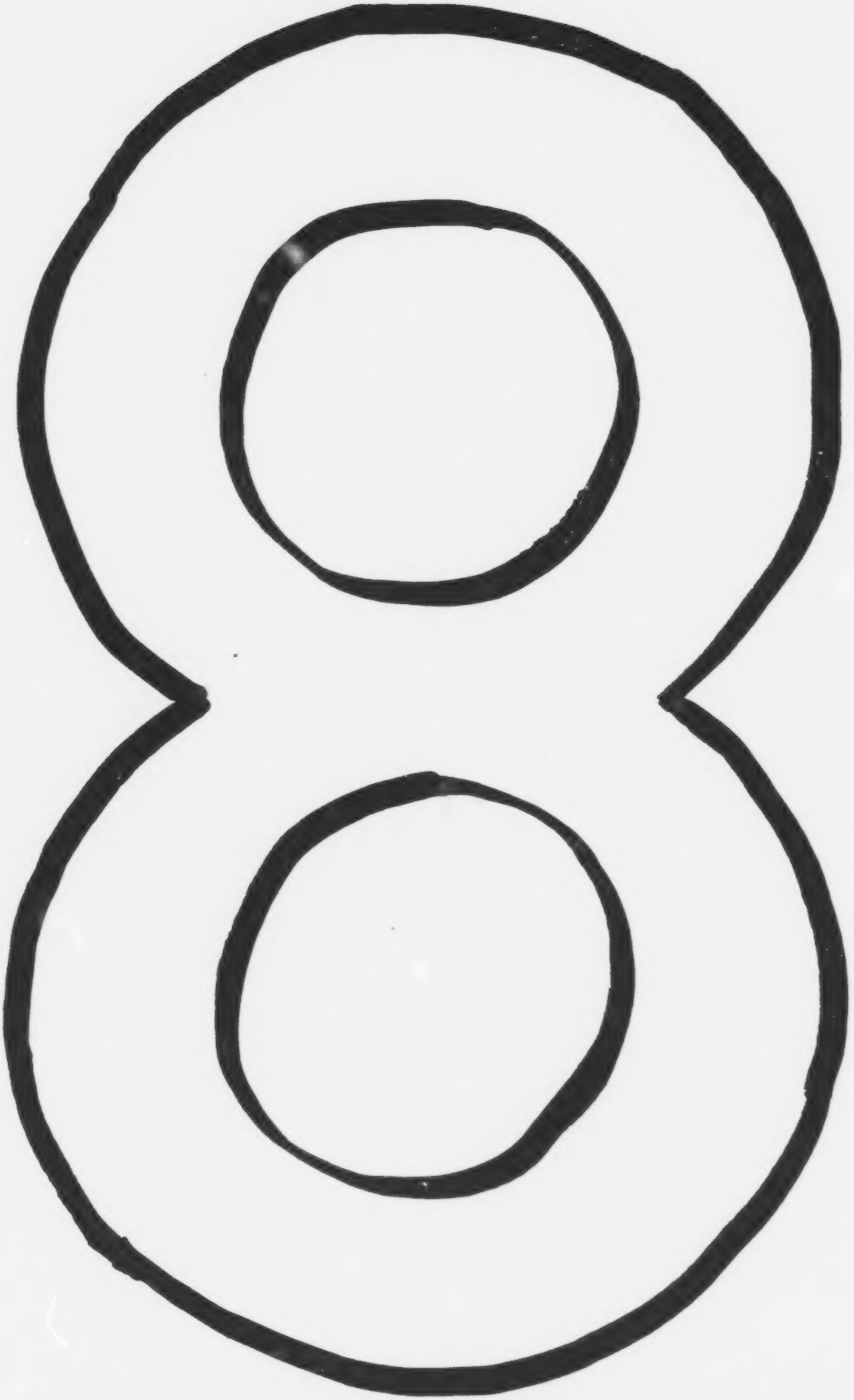


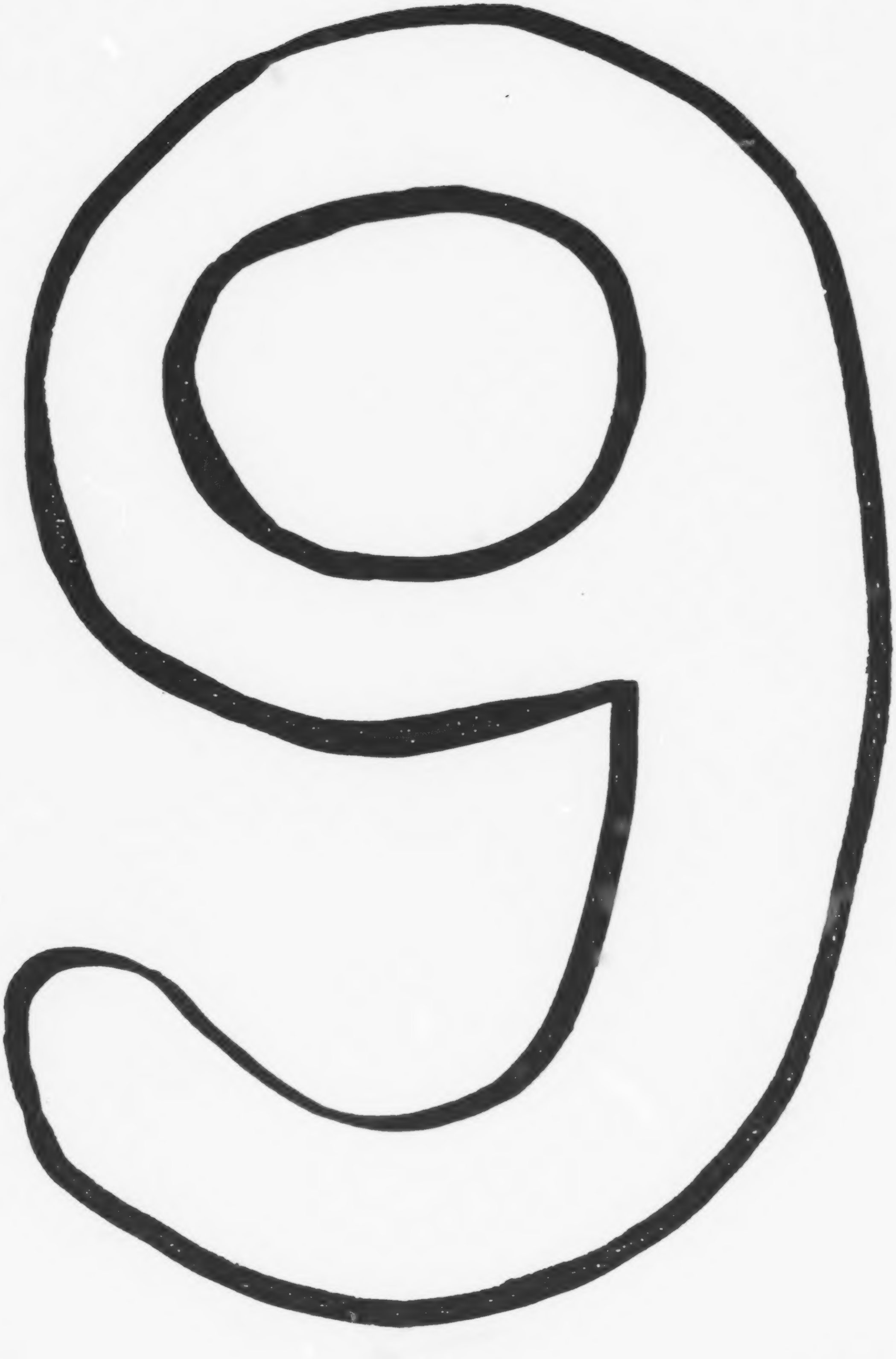












Teddy Bear Paper Dolls

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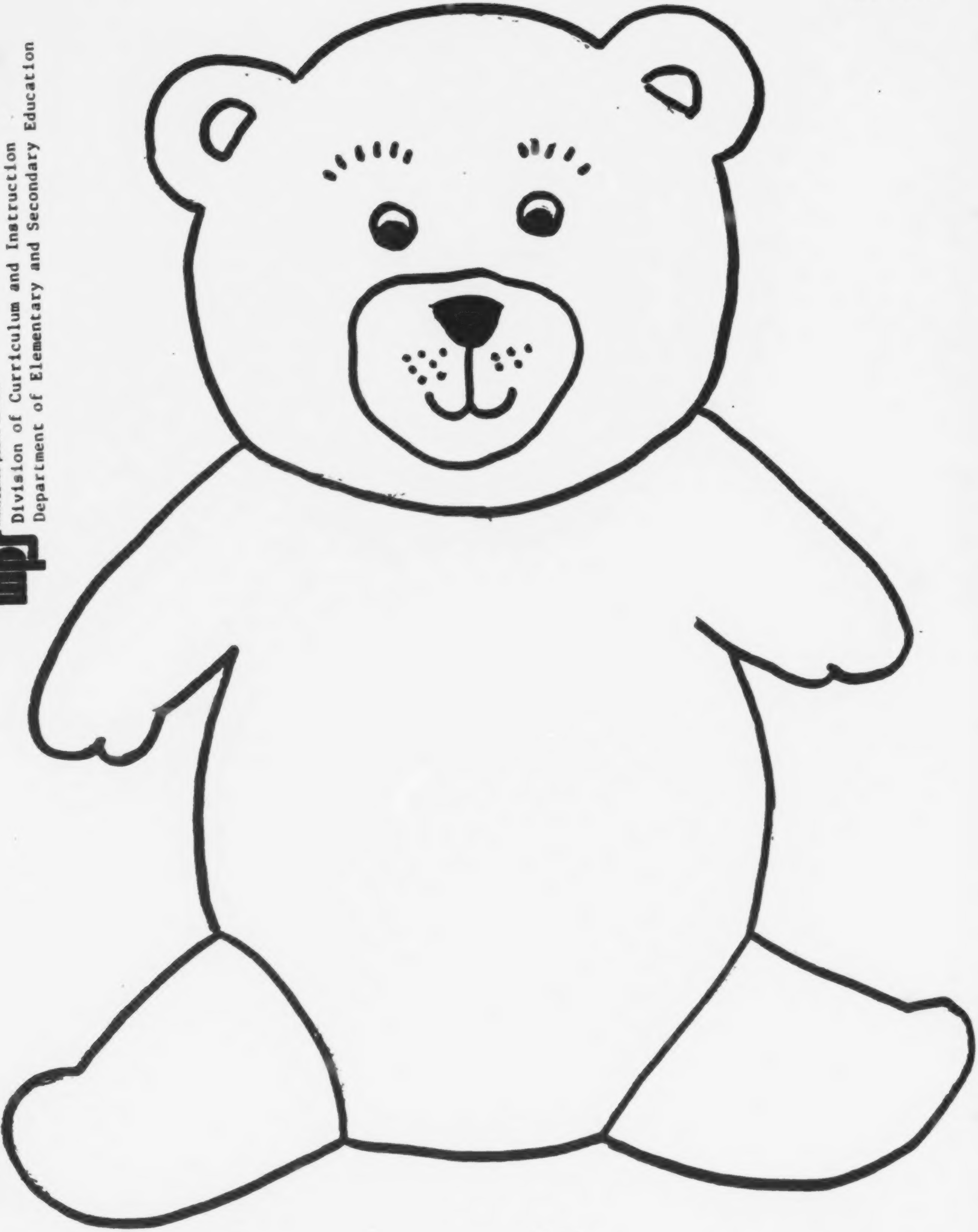

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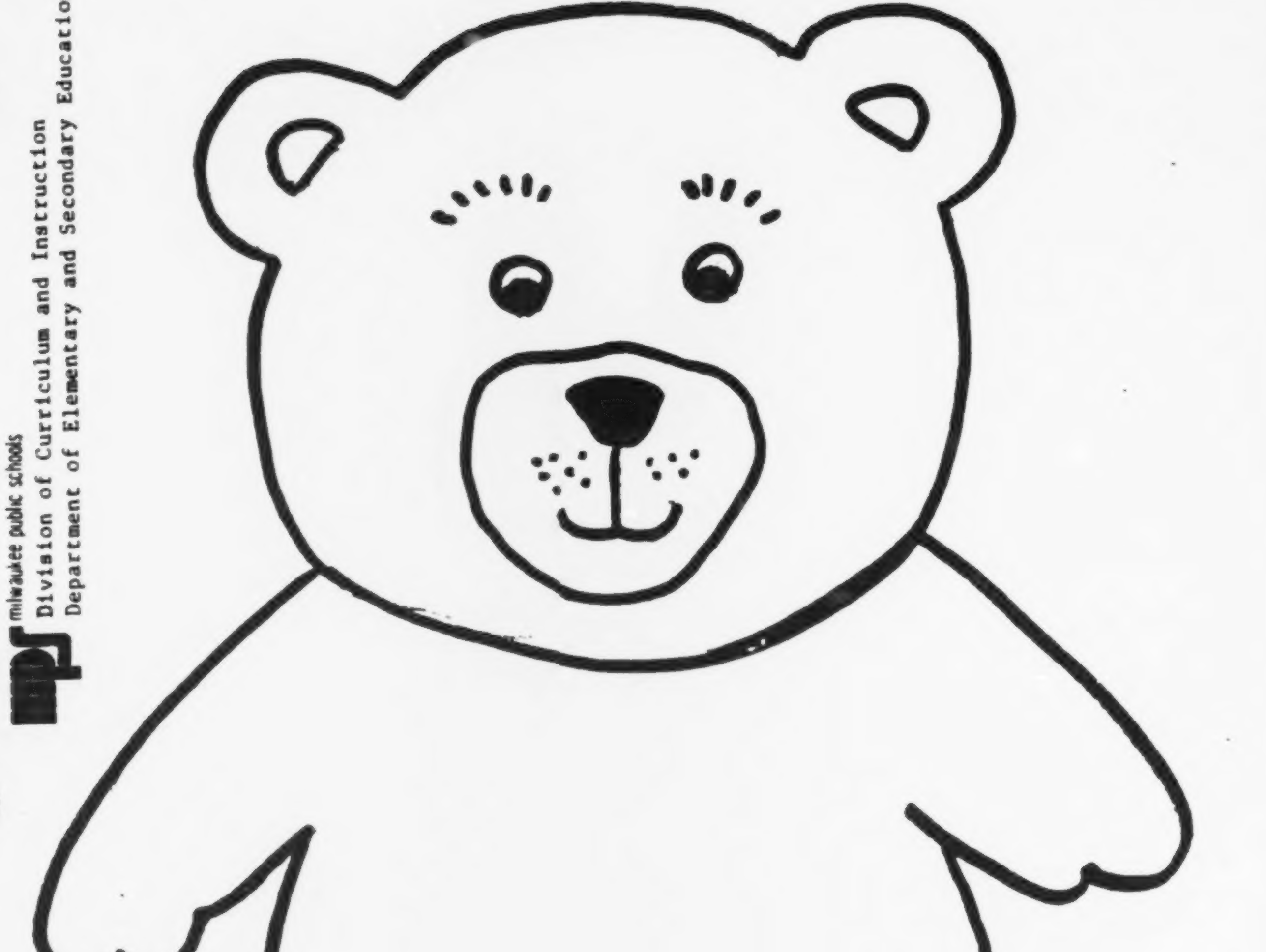

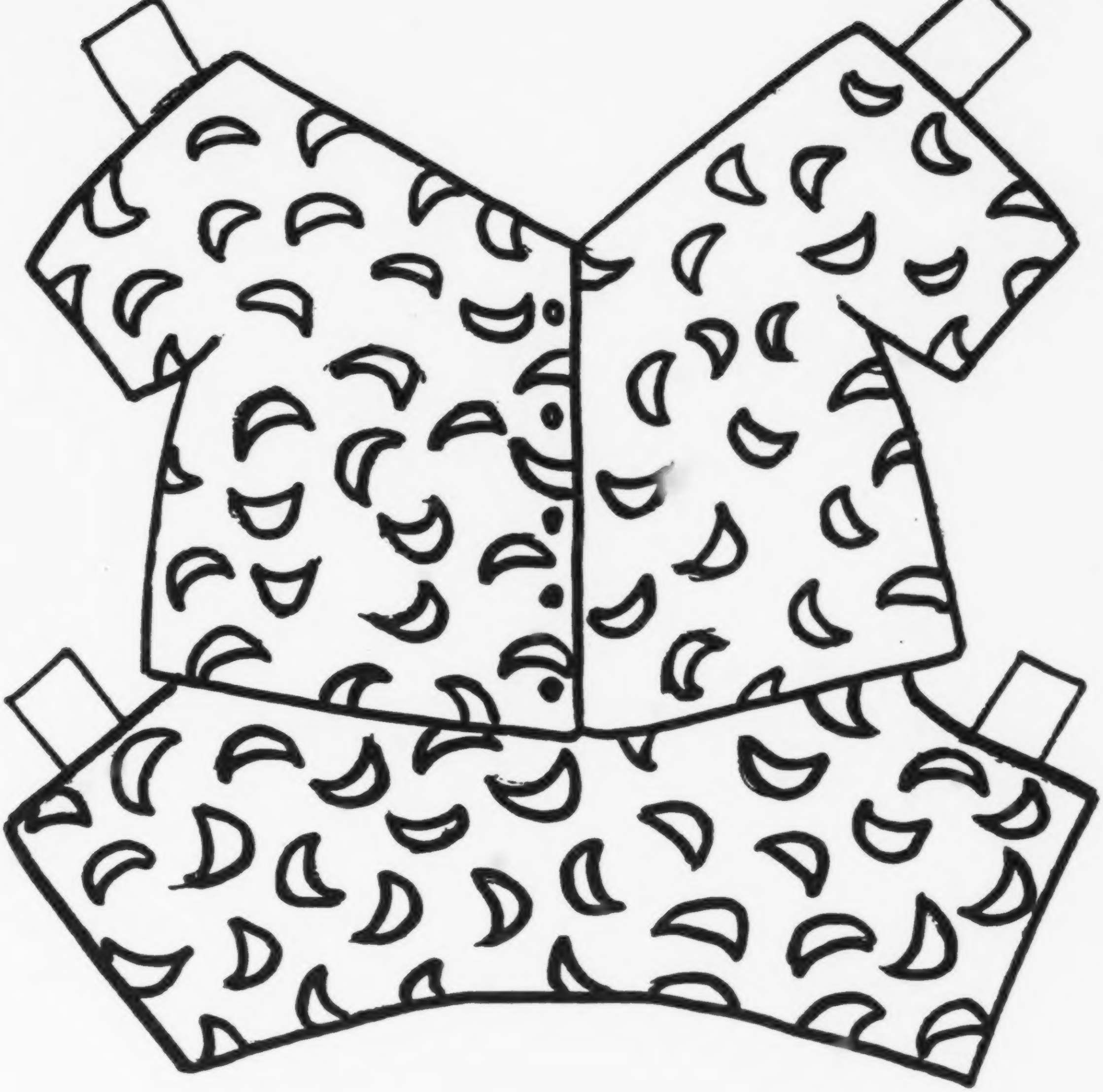

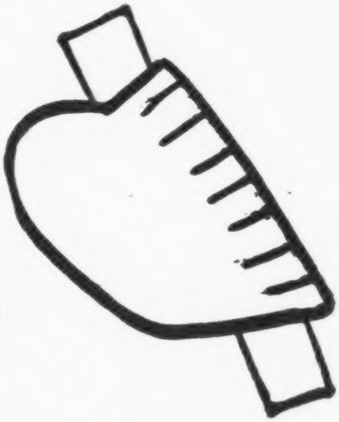

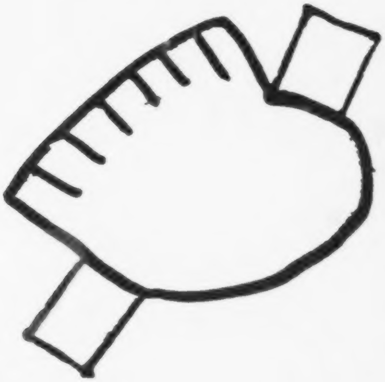

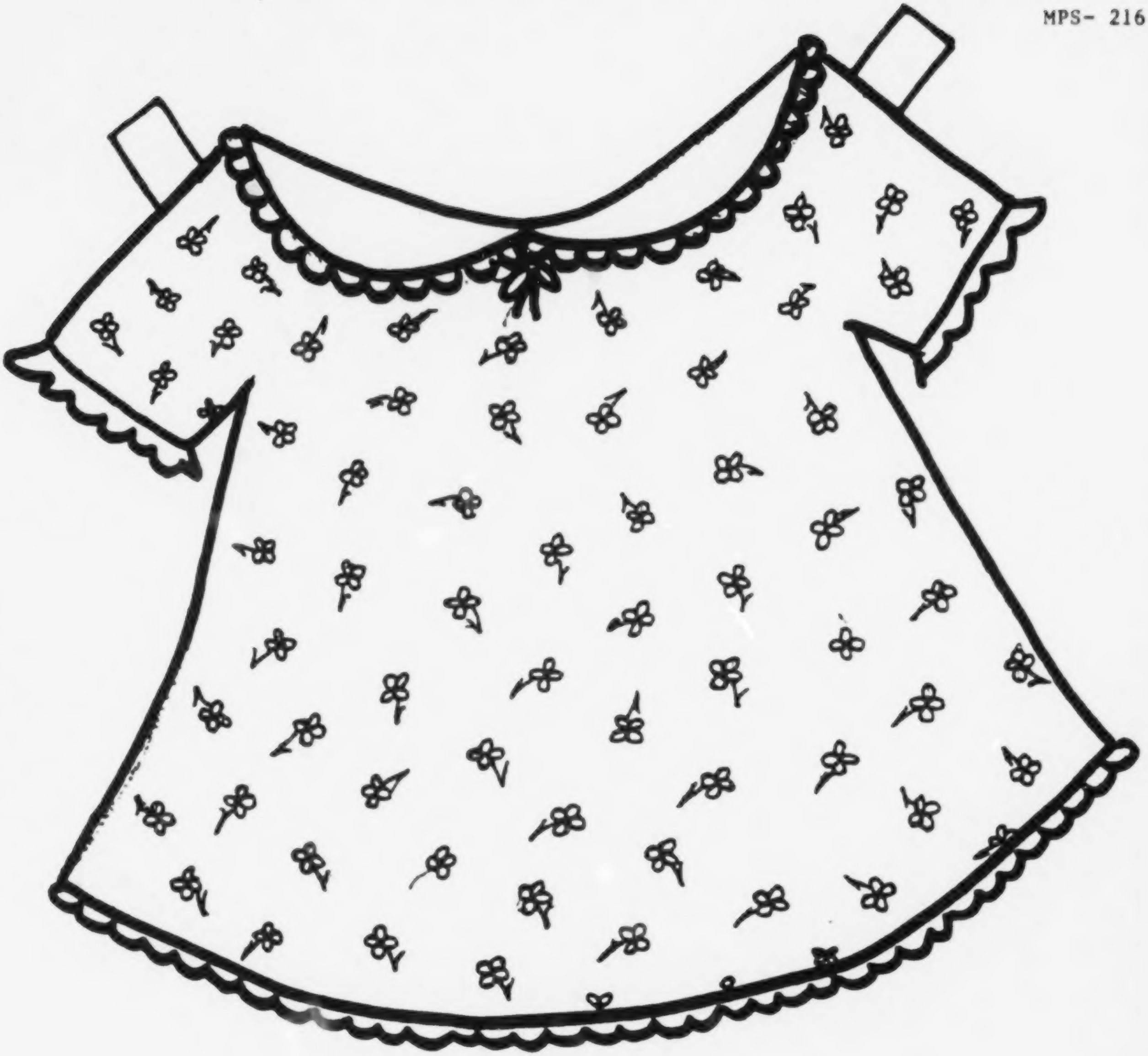

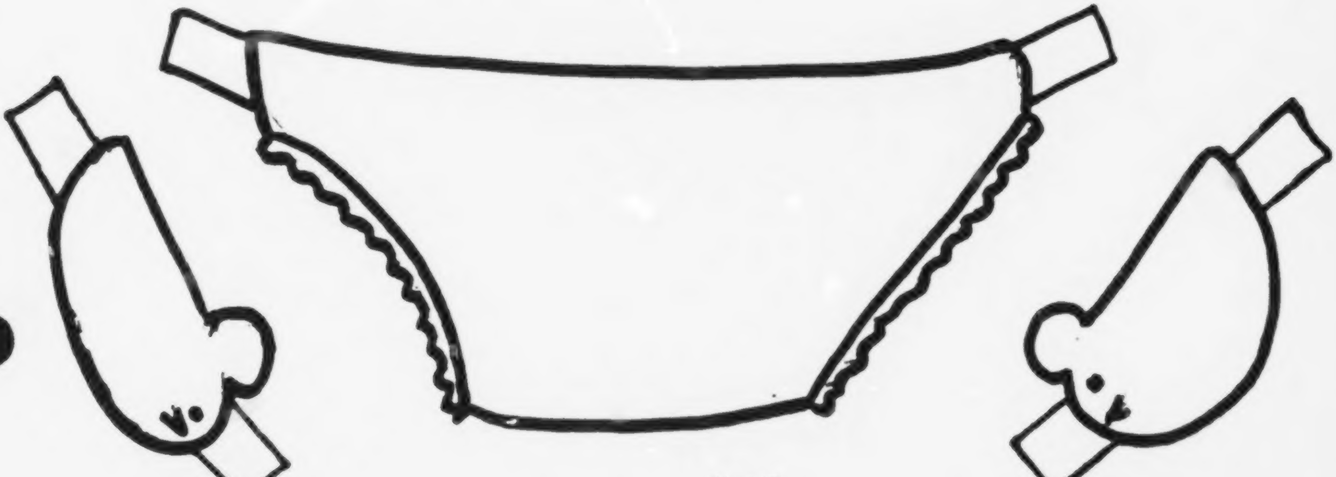

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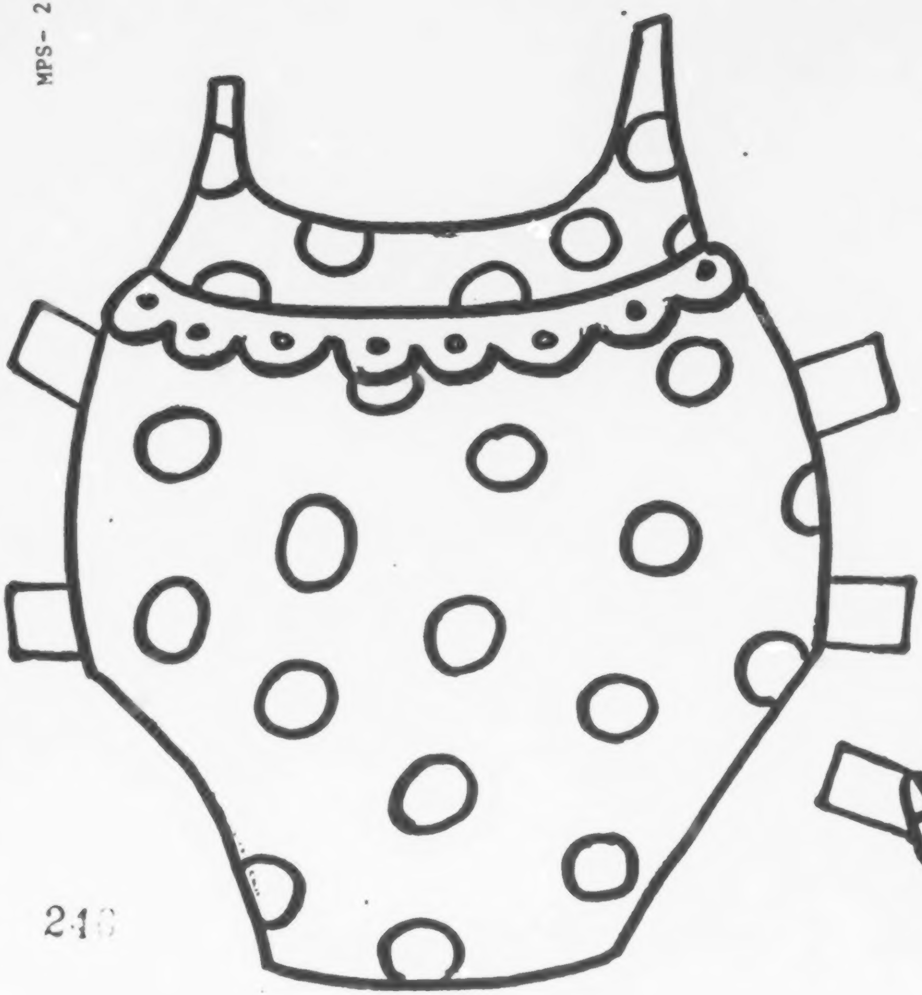

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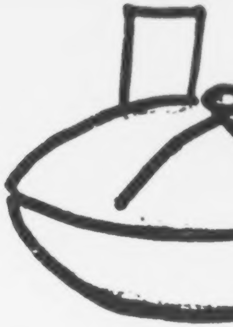

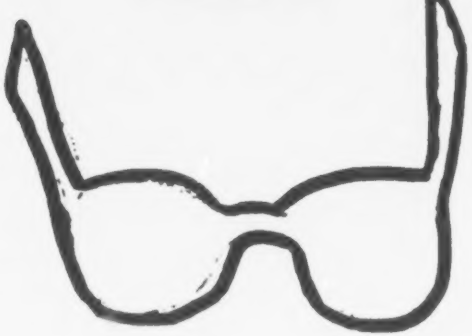

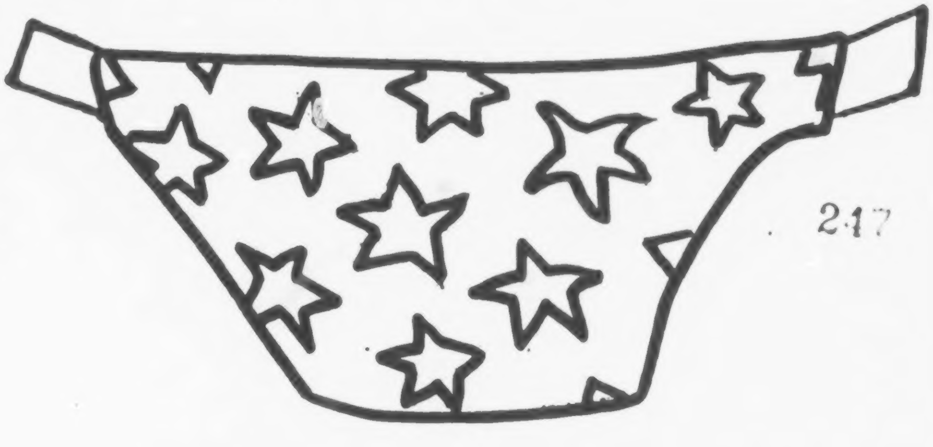

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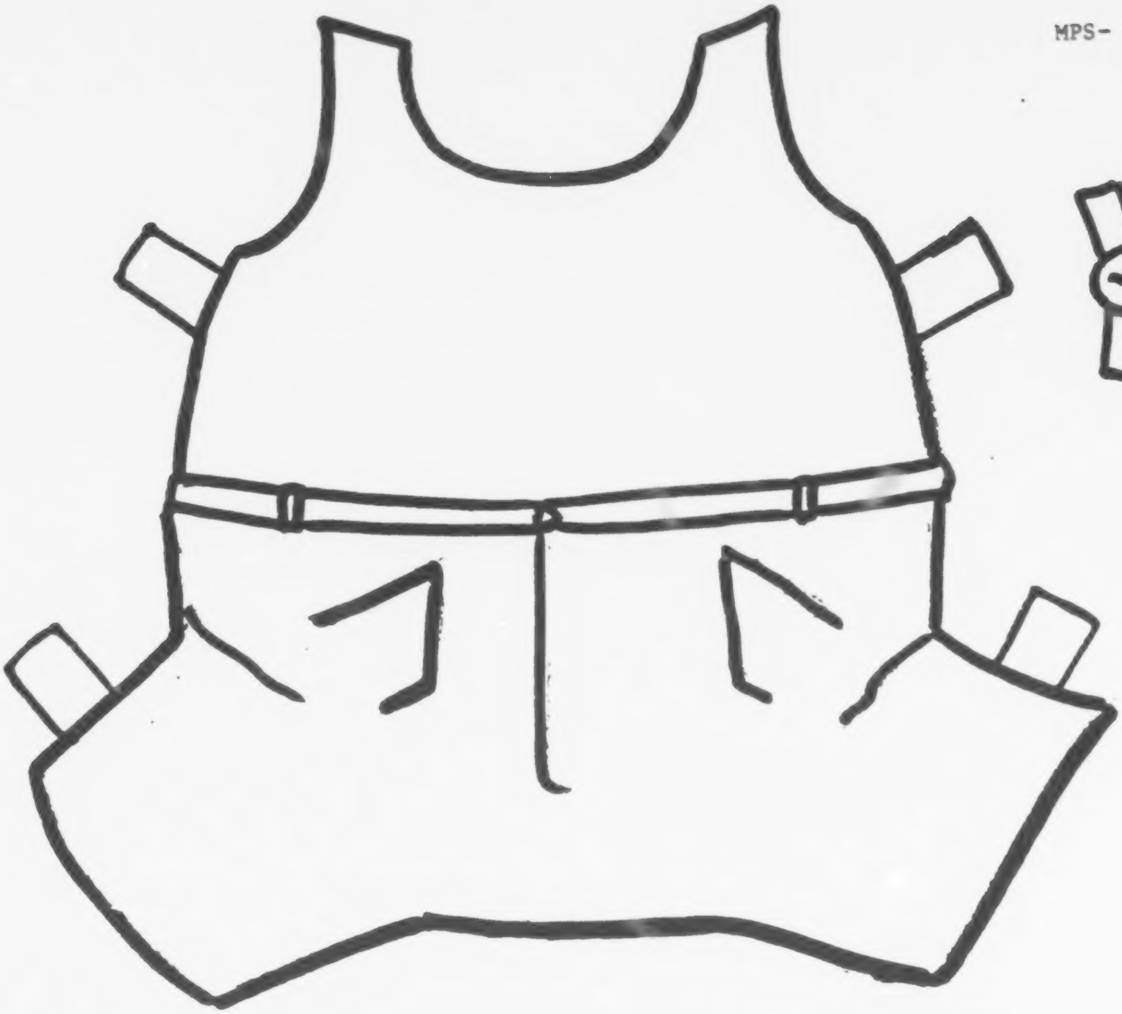

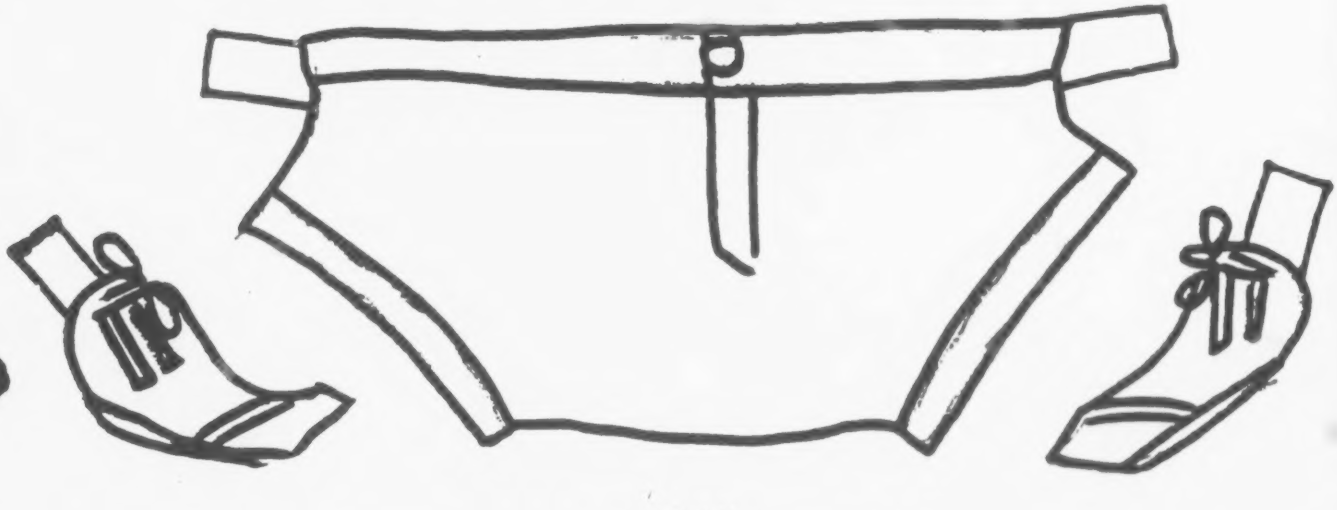

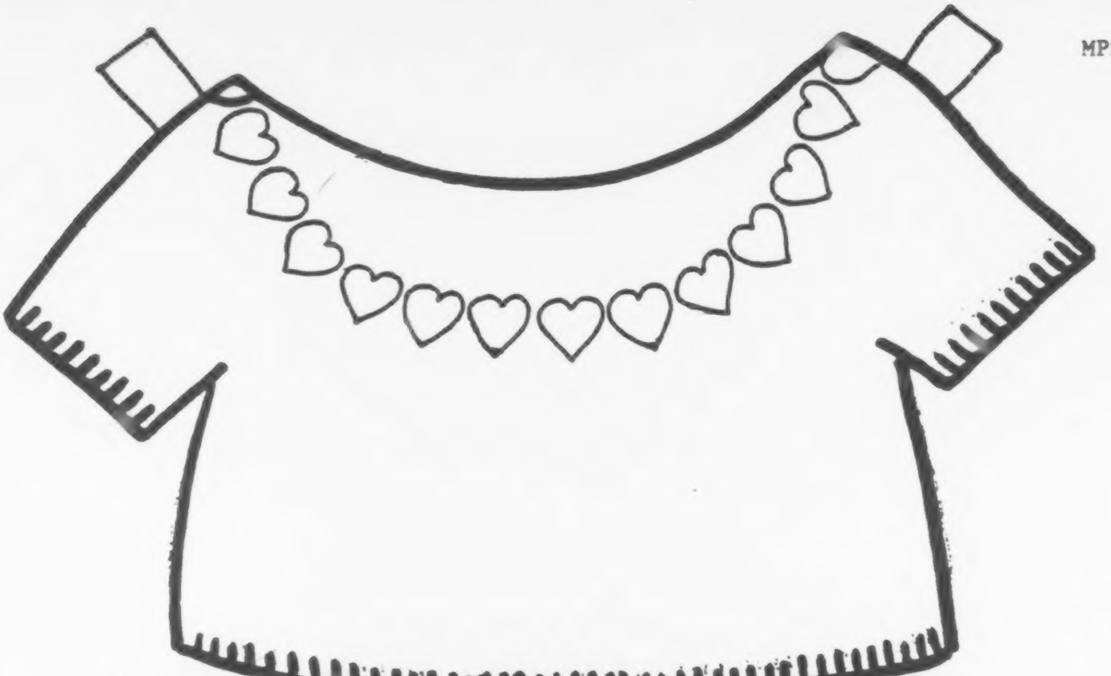

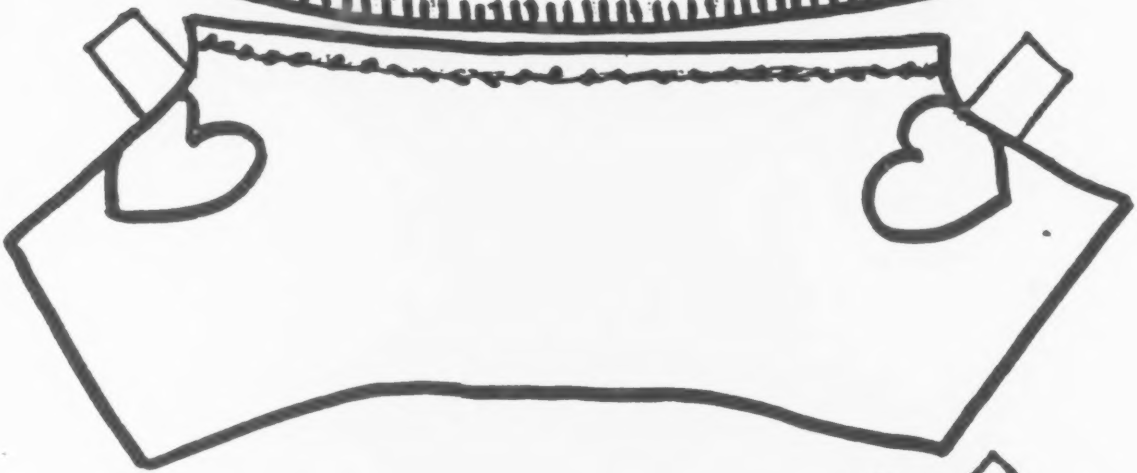

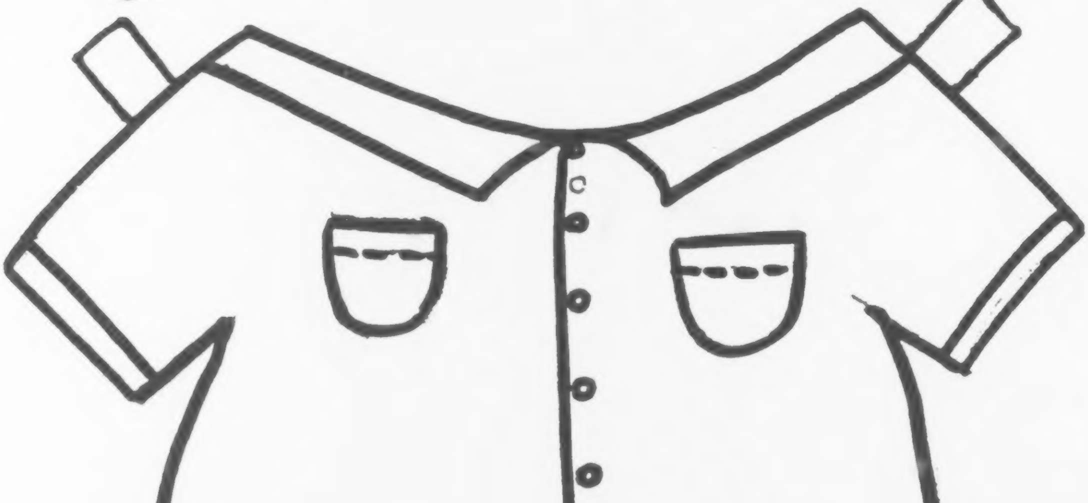

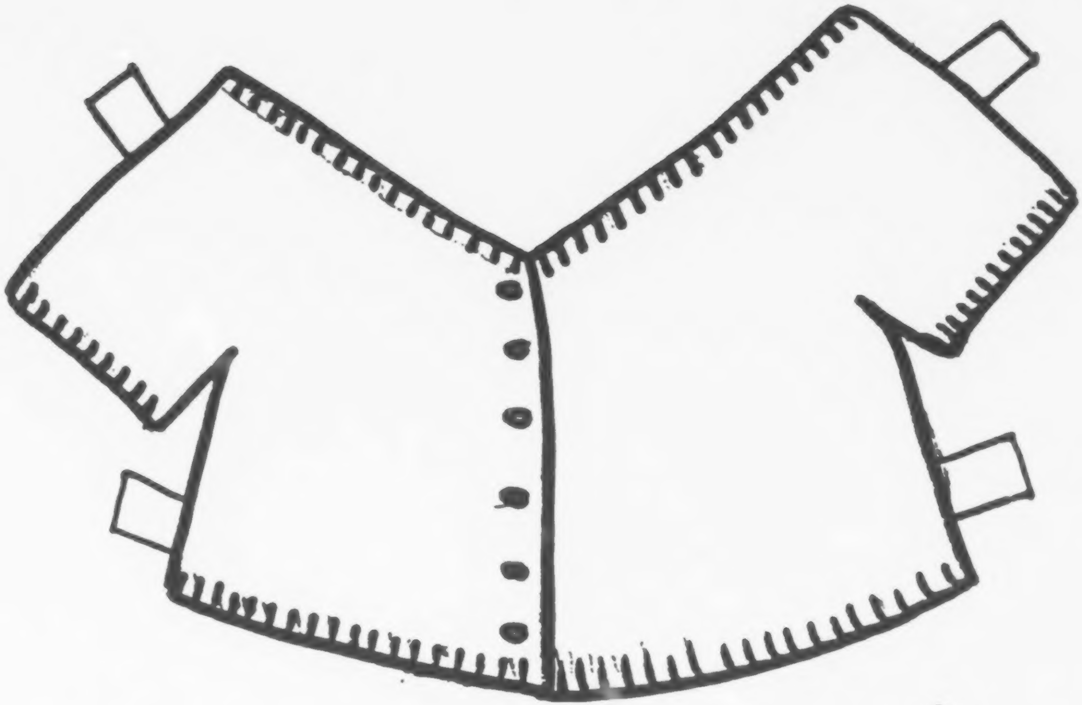

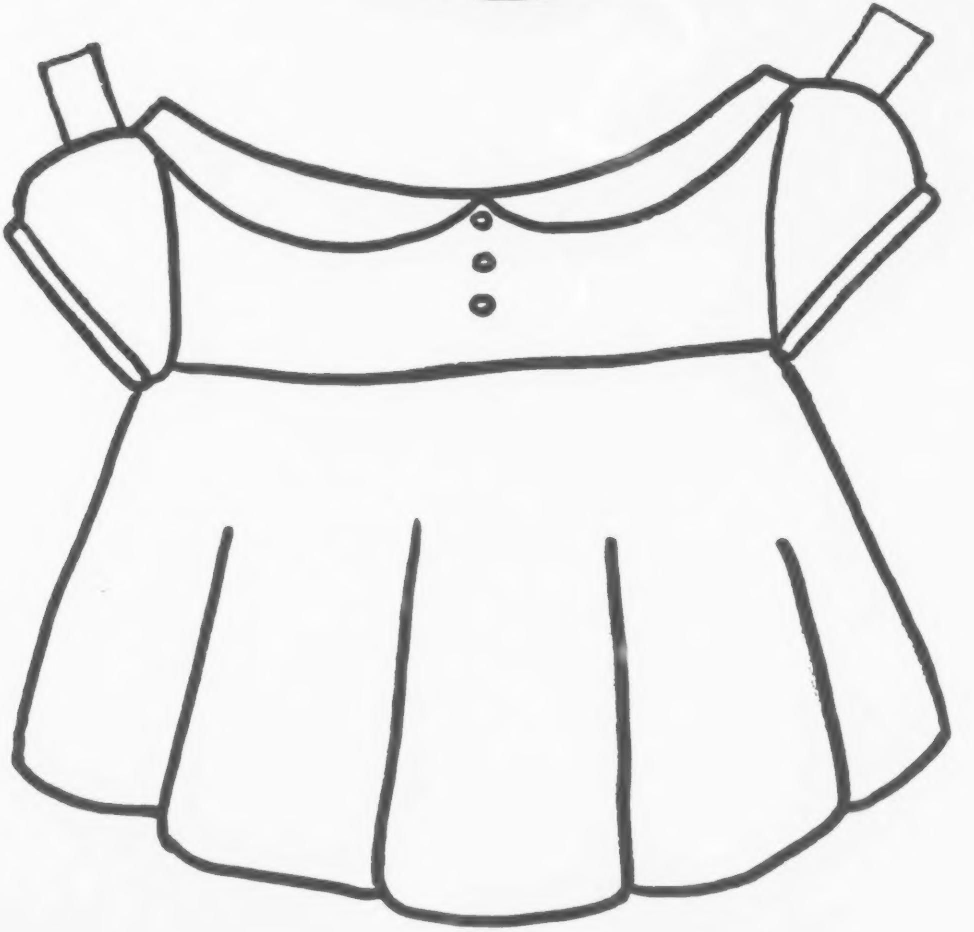

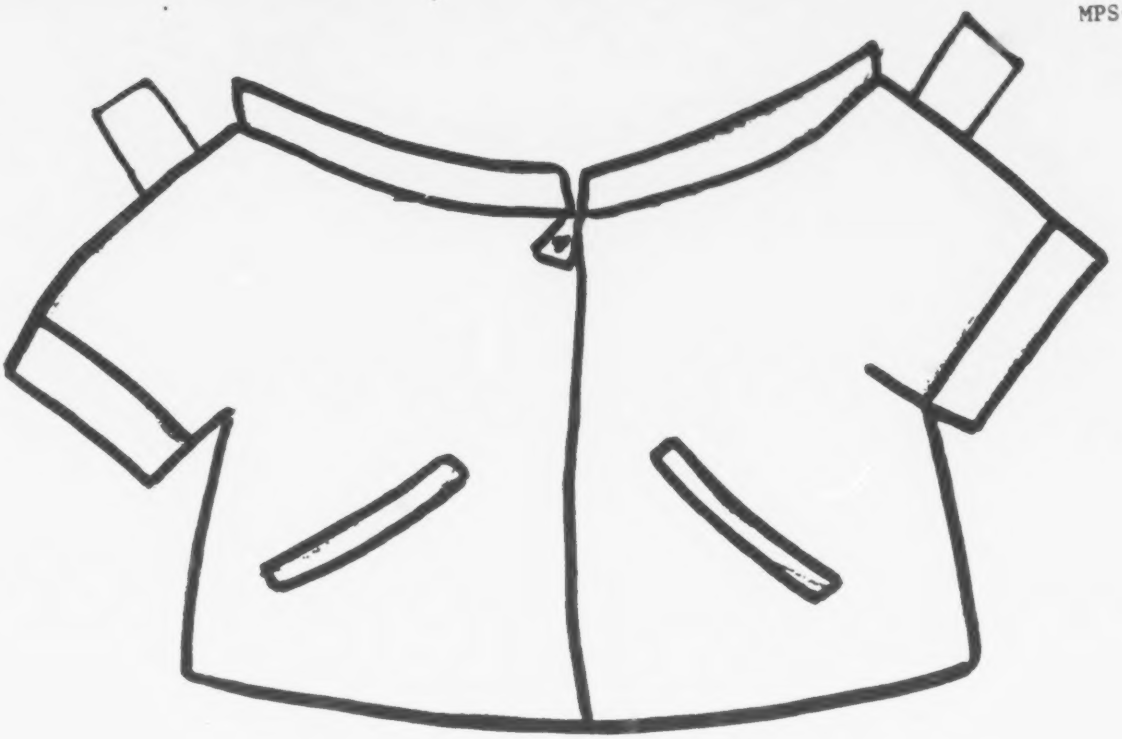

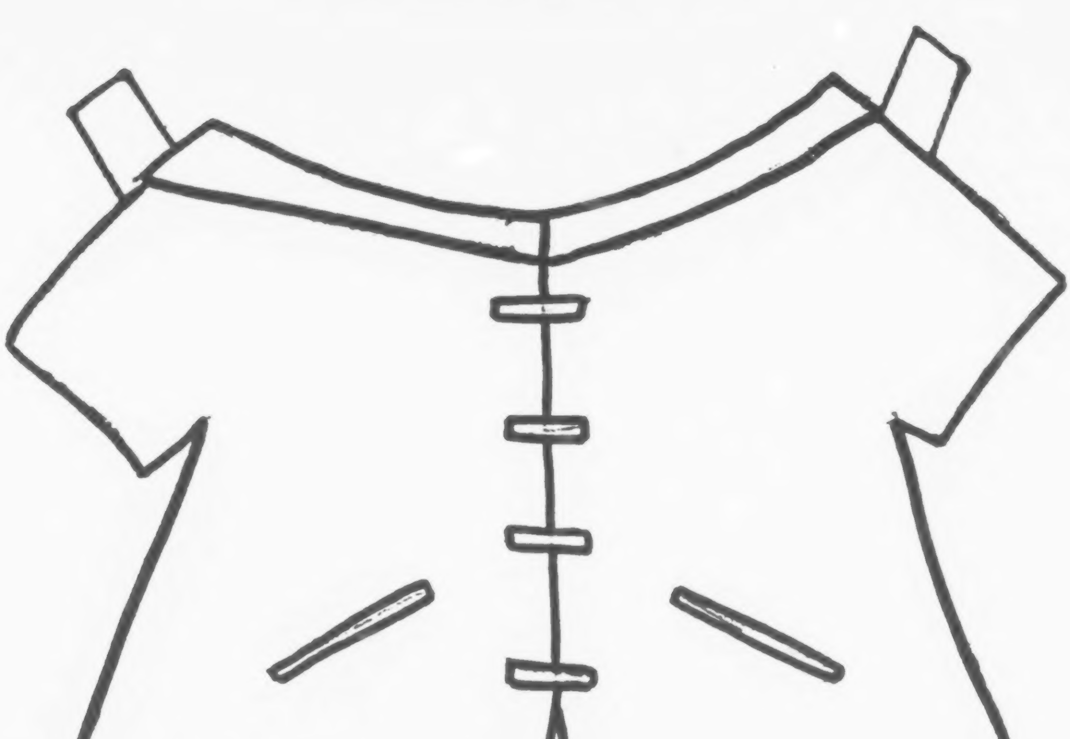

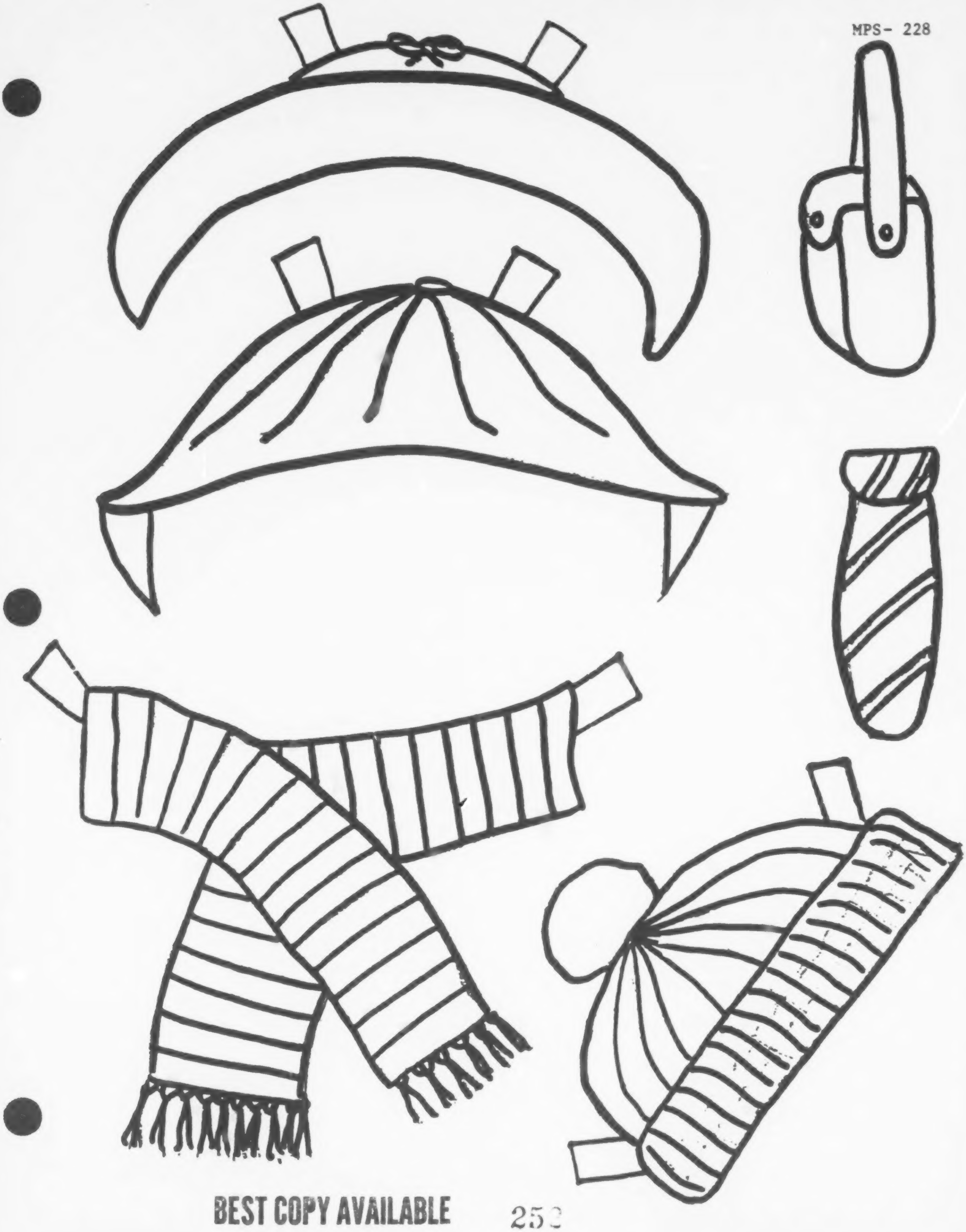

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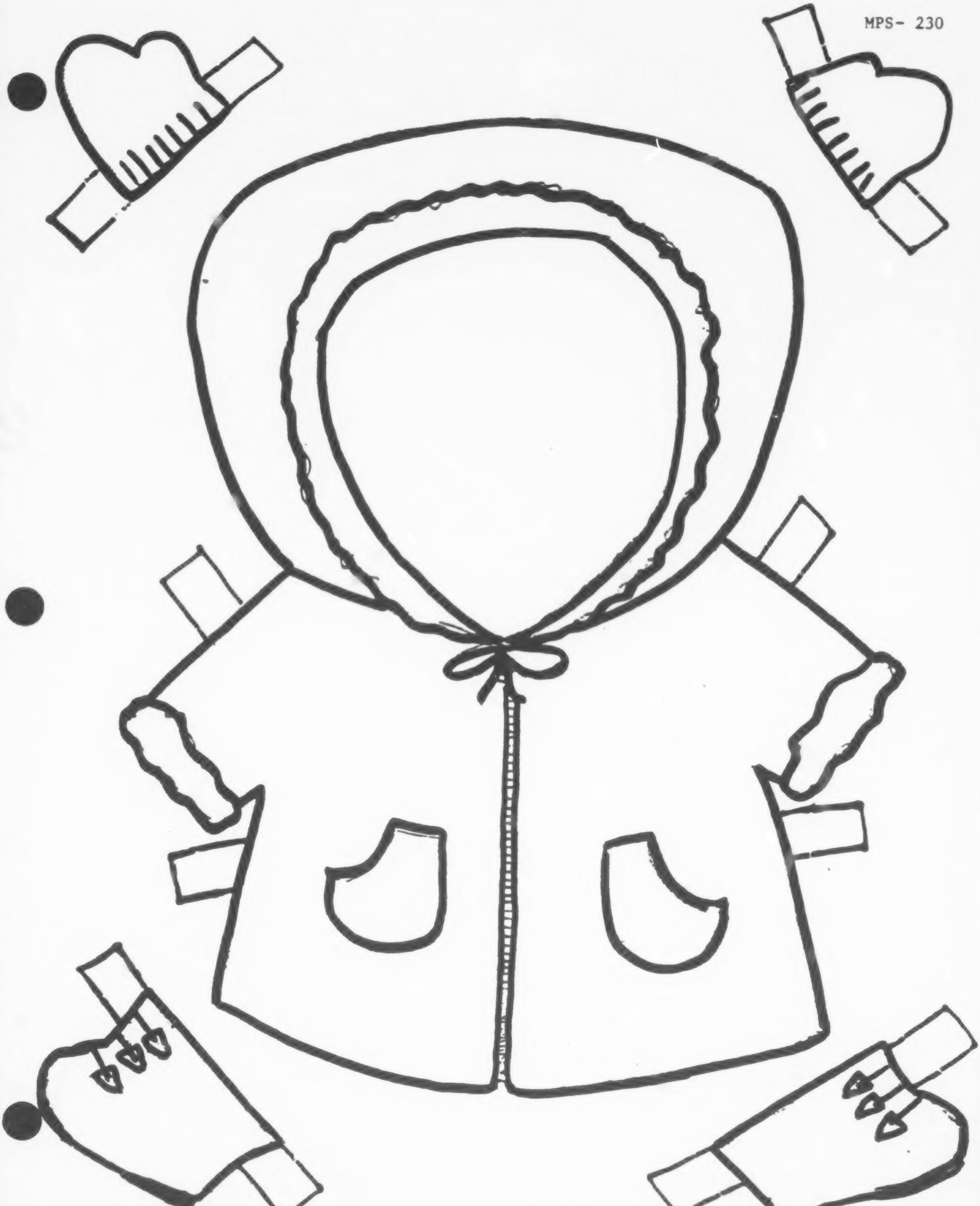


Appendix C

Cultural Activities

FRENCH CULTURAL ACTIVITIES

1. Plan a French "fête" for Bastille Day (July 14).

2. Make "crêpes" with the class. Use page 220 and the following recipe adapted from La Varenne's Basic French Cookery by Ann Willan, HP Books):

1 c. flour	3 eggs
½ t. salt	2 T. melted butter
1 c. milk	

   Sift flour into a large bowl. Make a well in the center; add the salt and half the milk. Use a whisk to mix smoothly. Add the eggs; mix but do not overbeat. Stir in melted butter and half of the remaining milk. Cover the bowl; let the mixture "rest" for 2 hours. Oil a crepe pan and heat. Add enough of the remaining milk to the crepe batter to make it the consistency of thin cream. Pour 2-3 tablespoons of batter into the pan, turning the pan quickly to coat the bottom evenly. Cook over medium high heat until crepe is browned on the bottom; turn and brown other side. Serve with fruit preserves or fruit sauce. Makes 14-16 crepes.

3. Color flags of some French-speaking countries.
   Have the students use colored construction paper to make flags.

4. Teach some French songs.

5. Use page 221 and 222 to discuss the costumes of Normandy and Provence. Find pictures of other French costumes.

6. Use a world map to discuss the countries of the world where French is spoken. Use individual world maps to color the French-speaking areas of the world.

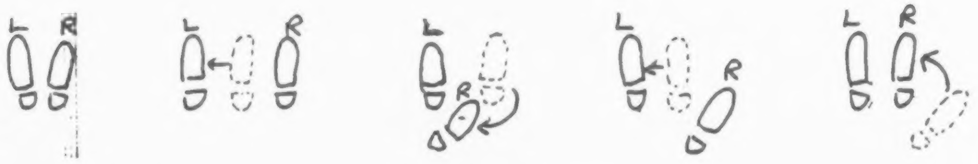
7. Teach a French folk dance.
   "La Châtaigne" (Une danse de la région des Pyrénées)
   Music available on record "Danses des Pyrénées" from Polyglot Productions, Box 668, Cambridge, MA 02238.

   Formation: 8 couples in square dance formation.

```
          4
         0 X
   X              0
  3                 1
   0              X
         X 0
          2
```

   Steps: 1--Skipping step
          2--Pas de Basque

   Pas de Basque:
   Counts -------1-------2-------3-------4



Part A: Each couple does one "Pas de Basque" to the left then one to the right. Repeat 7 times.

Part B: Couples 1 and 3 exchange places using the skipping step and passing right shoulders (8 counts). Couples 2 and 4 exchange places in the same manner (8 counts). When the couples are waiting, they clap in time with the music.

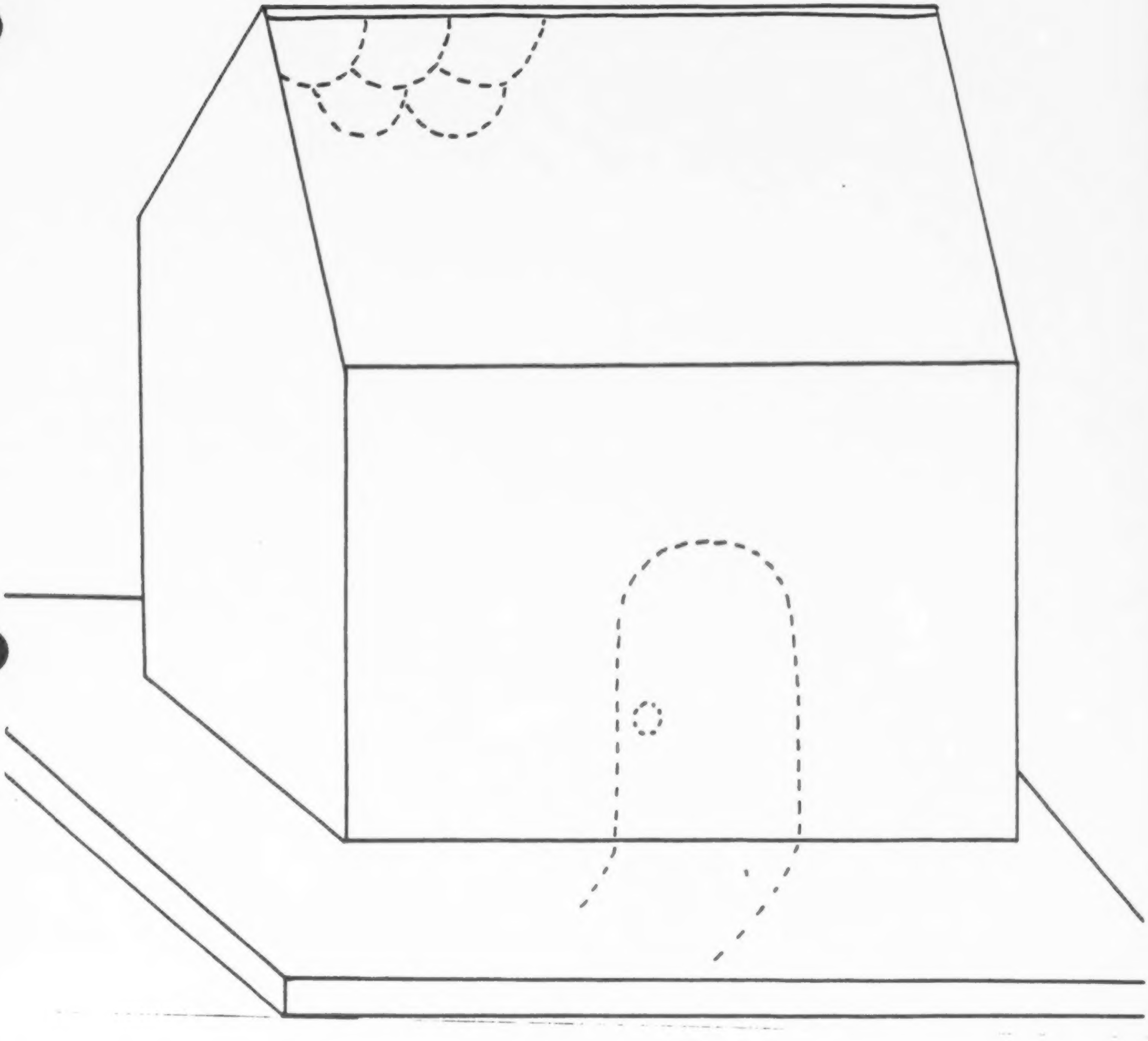
Repeat parts A and B for the duration of the music.

8. Introduce the following shops to students through the use of pictures, drawings, pantomine:

    boulangerie = bakery
    patisserie = pastry shop
    charcuterie = butcher shop
    épicerie = grocery shop
    confiserie = candy shop

    Use activity page 215 and have students draw pictures or paste pictures cut from magazines to illustrate the different shops.

9. Make a large class mural on brown kraft paper to illustrate a French street scene with different shops.



ALOUETTE

1. Alouette, gentille Alouette; Alouette, je te plumerai.
   Je te plumerai la tête, je te plumerai la tête,
   Et la tête, et la tête, Alouette, Alouette, O...

2. Je te plumerai le bec, Je te plumerai le bec
   Et le bec, et le bec
   Et la tête, et la tête
   Alouette, Alouette, O...

3. Je te plumerai les yeux...

4. Je te plumerai le cou...

5. Je te plumerai les ailes...

6. Je te plumerai le dos...

7. Je te plumerai les pattes...

8. Je te plumerai la queue...

TÊTE, EPAULES, GENOUX, ORTEILS

Tête, épaules, genoux, orteils
Genoux orteils, genoux orteils,
Tête, épaules, genoux, orteils
yeux, nez, bouche, oreilles.

Les Animaux:

LE FERMIER DANS SON CHAMP ("FARMER IN THE DELL")

1. Le fermier dans son champ,
Le fermier dans son champ,
O-hé, o-hé, o-hé,
Le fermier dans son champ.

2. Le fermier prend sa femme.
Le fermier prend sa femme.
O-hé, o-hé, o-hé,
Le fermier prend sa femme.

3. La femme prend son enfant.

4. L'enfant emmène le chien.

5. Le chien attrape le chat.

6. Le chat attrape la souris.

7. La souris veut du fromage.

8. Le fromage est battu.

L'ONCLE MATTHIEU ("OLD MACDONALD")

1. L'oncle Matthieu a une ferme,
Tra-la-la-la-la.
Et dans sa ferme il y a des poussins,
Tra-la-la-la-la.
Et _pit_, _pit_, _pit_,
Et _pit_, _pit_, _pit_,
Et _pit_, et _pit_, et _pit_, _pit_, _pit_.
L'oncle Matthieu a une ferme,
Tra-la-la-la-la.

2. canards...coin

3. cochons...roin

4. moutons...bê

5. vaches...meu

6. chats...miaou

Others:

FRERE JACQUES

Frère Jacques, frère Jacques
Dormez-vous, dormez-vous?
Sonnez les matines, sonnez les matines
Din, din, don; din, din, don.

SUR LE PONT D'AVIGNON

Refrain: Sur le pont d'Avignon,
L'on y danse, l'on y danse;
Sur le pont d'Avignon,
L'on y danse tous en rond.

Les beaux messieurs font comme ça,
Et puis encore comme ça.

(Repeat refrain.)

Les capucins font comme ça,
Et puis encore comme ça.

Les militaires font comme ça,
Et puis encore comme ça.

(Repeat refrain.)

Faisons les crêpes!

On a besoin...

de la farine...

XXX
Farine
XXX

...1 tasse

du sel...

...¼ cuillère à thé

du lait...

...1 tasse

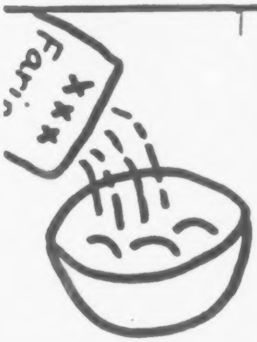
des oeufs...

...3 oeufs

du beurre fondu...

...2 cuillères à soupe

1



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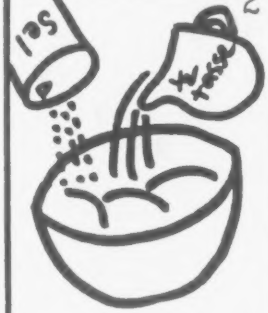

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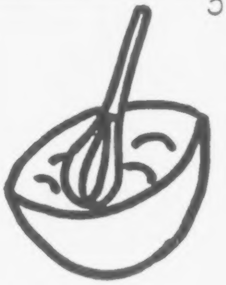

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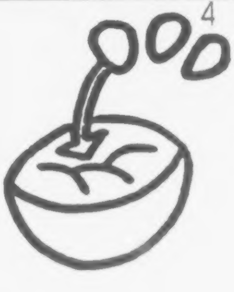

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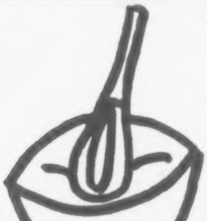

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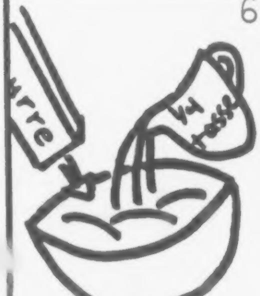
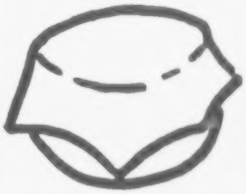
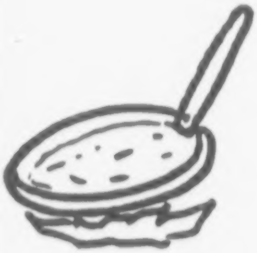

urre
½ tasse

7



2 heures

8



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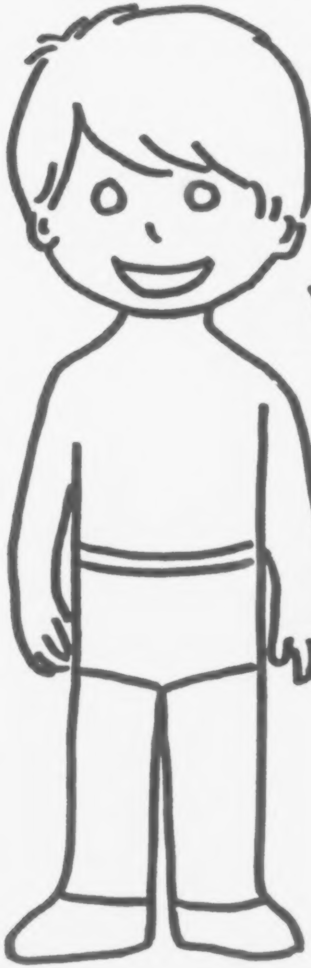
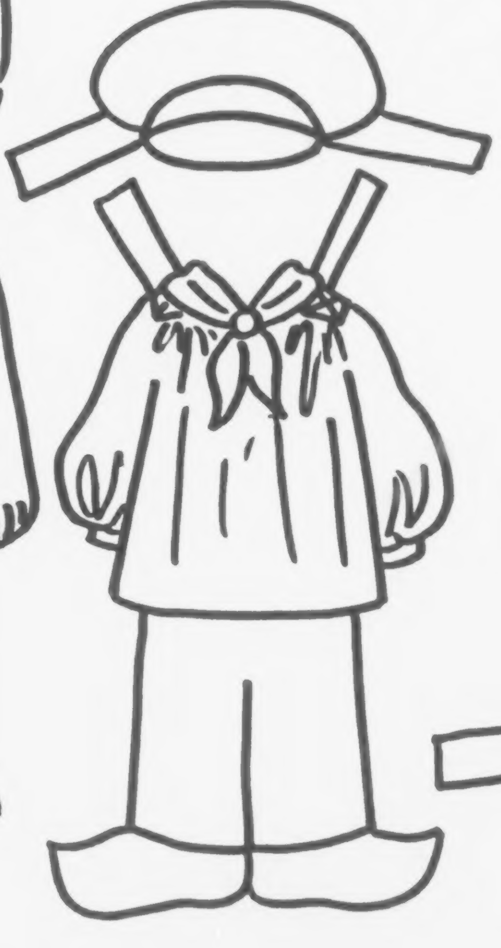
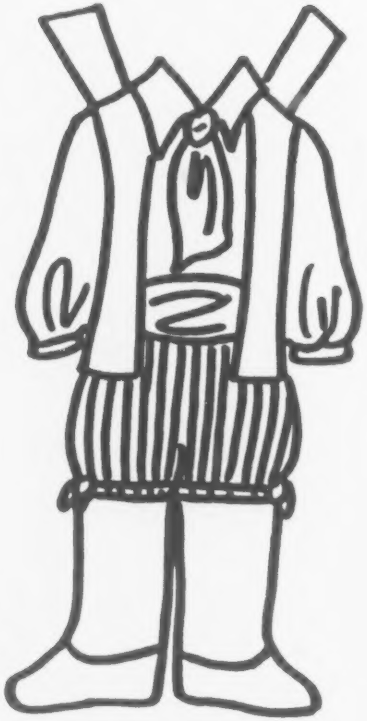
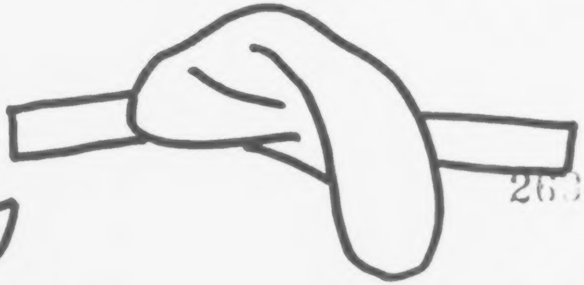


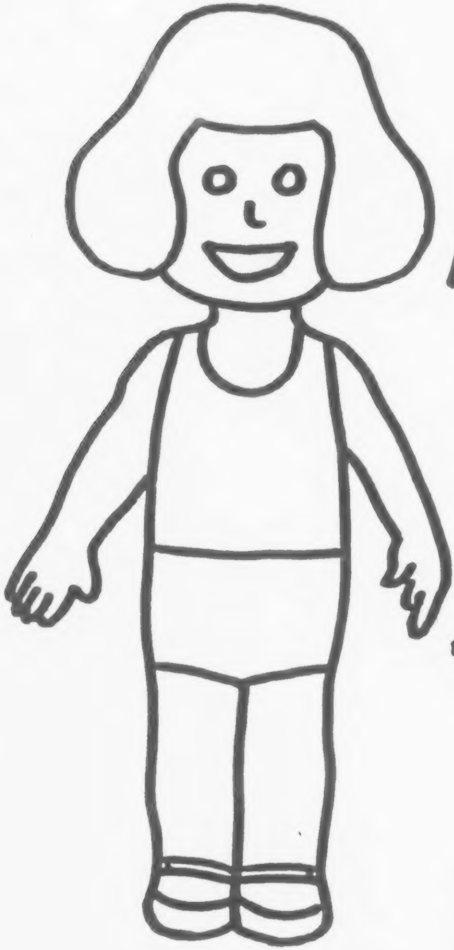
La Normandie

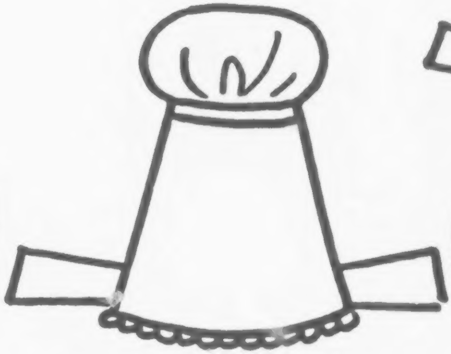


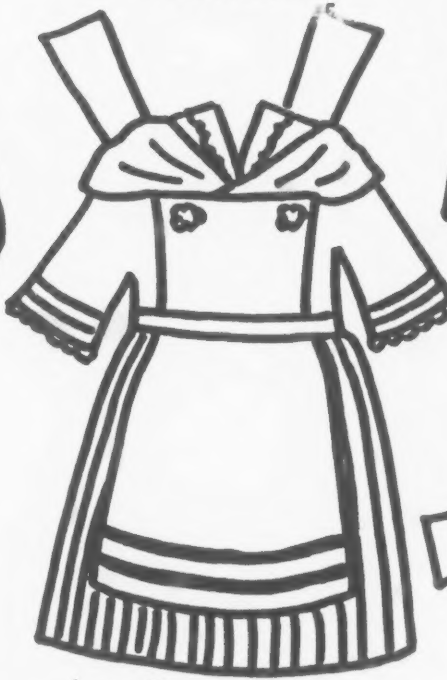


La Provence









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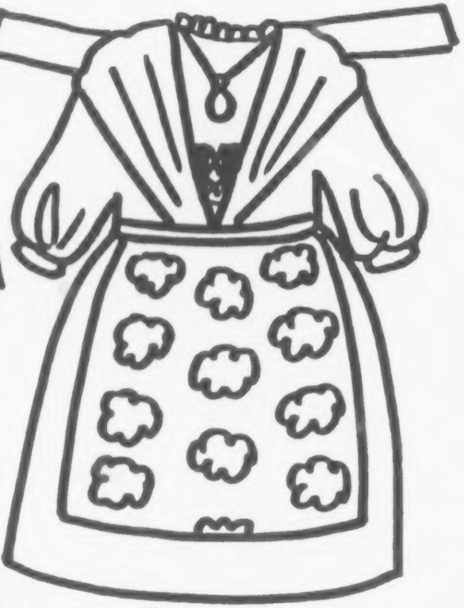
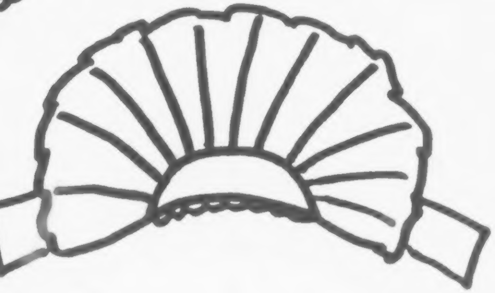
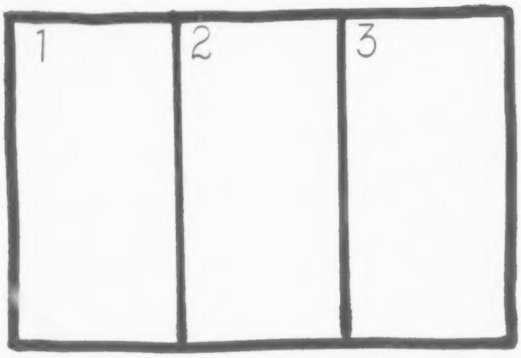


La Provence

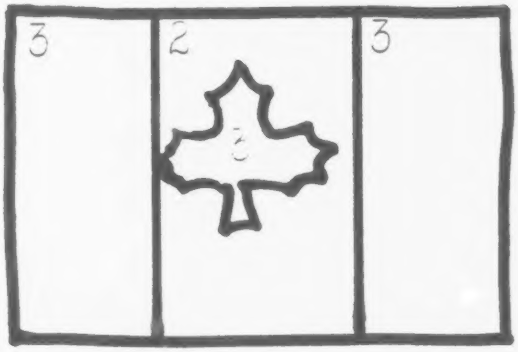


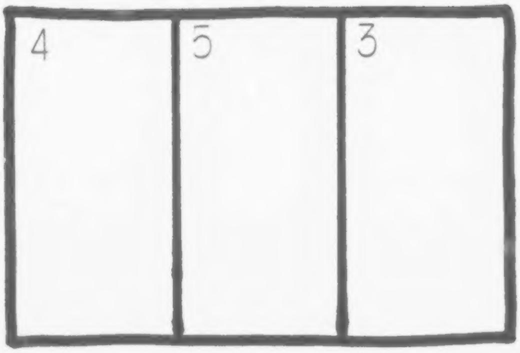
Les drapeaux...



...de la France

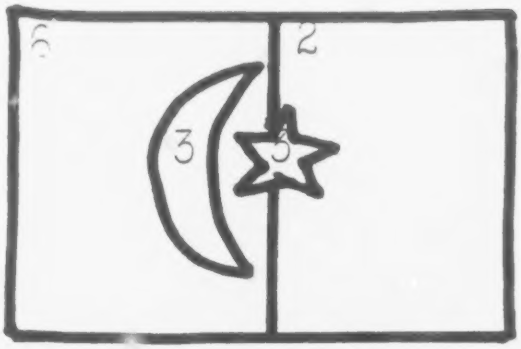
...du Canada





...de la Belgique

...de l'Algérie



1=bleu
2=blanc
3=rouge
4=noir
5=jaune
6=vert

Merci à Lorraine Strasheim, Indiana University

CHANSONS

BONJOUR MES AMIS

Les salutations:

Bonjour mes amis, bonjour!
Bonjour mes amis, bonjour!
Bonjour mes amis, bonjour mes amis, bonjour mes amis bonjour,
Bonjour!

AU REVOIR MES AMIS

Au revoir mes amis, au revoir!
Au reoir mes amis, au revoir!
Au revoir mes amis, au revoir mes amis, au revoir mes amis, au revoir
Au revoir!

Les nombres:

DIX PETITS ENFANTS

Un petit, deux petits, trois petits enfants,
quatre petits, cinq~~s~~ petits, six petits enfants,
sept petits, huit petits, neuf petits enfants
dix petits enfants (garçons) (filles)

Le Corps:

HOKEY POKEY

1. Je mets mon pied droit devant;
   Je mets mon pied droit derrière;
   Je mets mon pied droit devant;
   Et je le secoue bien fort.
   Je tourne et puis je tourne, et puis je tourne encore.
   Tra, la, la, la, la, la.

2. Je mets mon pied gauche devant...

3. Je mets mon bras droit devant...

4. Je mets mon bras gauche devant...

5. Je mets ma tête devant...
   (Et je _la_ secoue bien fort...)

6. Je mets mon corps devant...

Appendix D

The Three Bears

Booklet
Text for Beginning Students
Text for Intermediate Students

Little Red Riding Hood--

Text for Intermediate Students

Text for the Three Bears Color and Size Comparison Booklet

Picture 1: The Three Bears live in a house.
The house is in the forest.
In the forest there are many green trees.
The house of the Three Bears is white.
The chimney is red.
The roof is also red.
The door is green.
The windows (shutters) are also green.

Picture 2: The Three Bears take a walk in the forest.
In the forest there are many trees.
The trees are green.
The branches are black.
Papa Bear is wearing a red shirt.
Baby Bear is wearing a yellow outfit.

Picture 3: Here is Goldilocks.
The girl has blonde hair and blue eyes.
She has a red ribbon in her hair.
She is wearing a blue and white skirt.
She is wearing black shoes.
She is wearing red socks.

Picture 4: On the table there are three bowls.
The big bowl is blue.
The middle bowl is red.
The little bowl is yellow.
The girl tastes the soup from the little bowl.

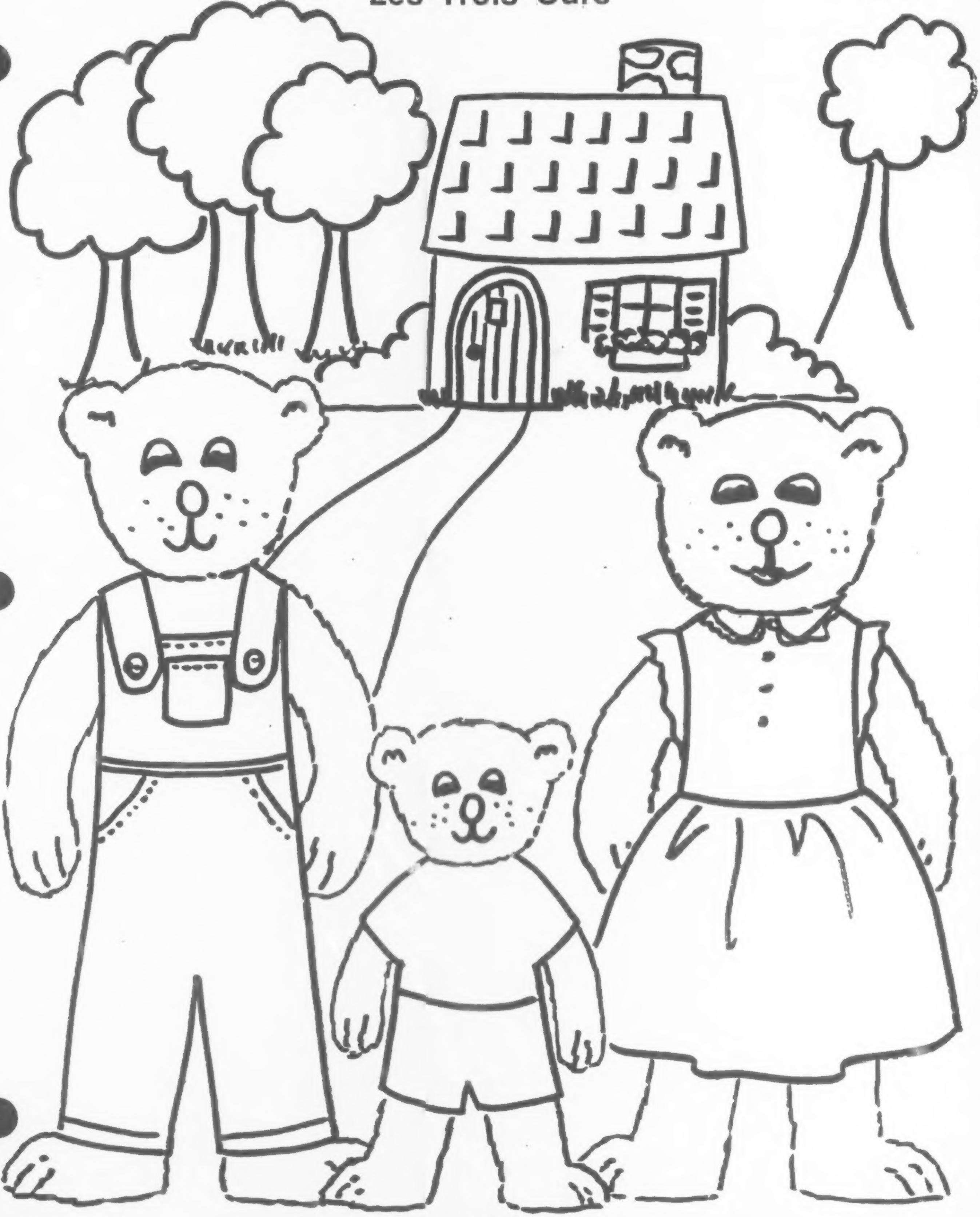
Picture 5: In the house there are three chairs.
The big chair is blue.
The middle chair is red.
The little chair is yellow.
The girl sits on the little chair.

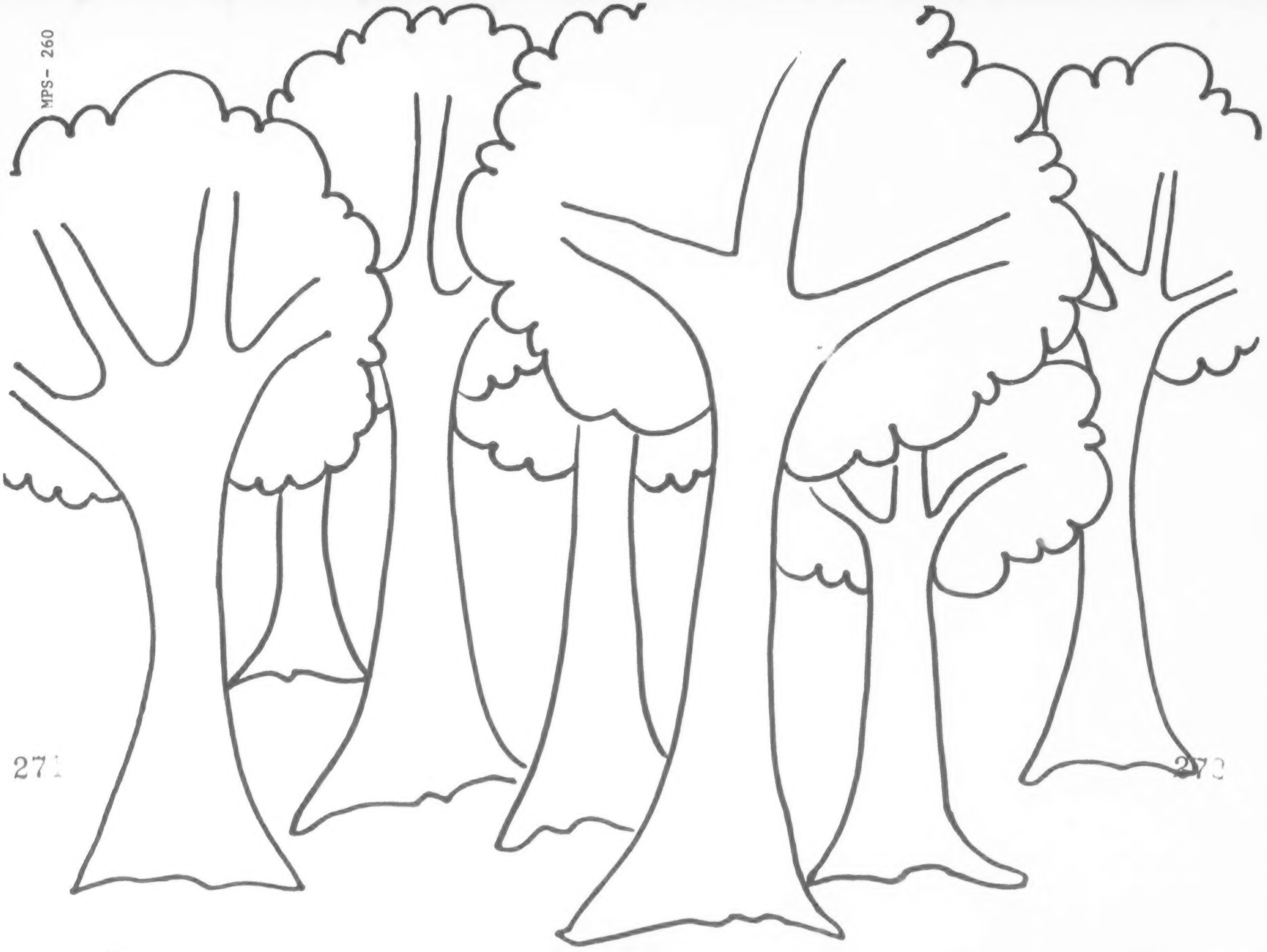
Picture 6: In the house there are three beds.
The big bed is blue.
The middle bed is red.
The little bed is yellow.
The girl sleeps on the little bed.

Picture 7: The little bear is black.
He is wearing a white shirt and yellow pants.
The little bear is crying.
He is hungry and there is no soup in the little bowl.

(The remaining pictures can be used as visuals for story telling.)

Les Trois Ours

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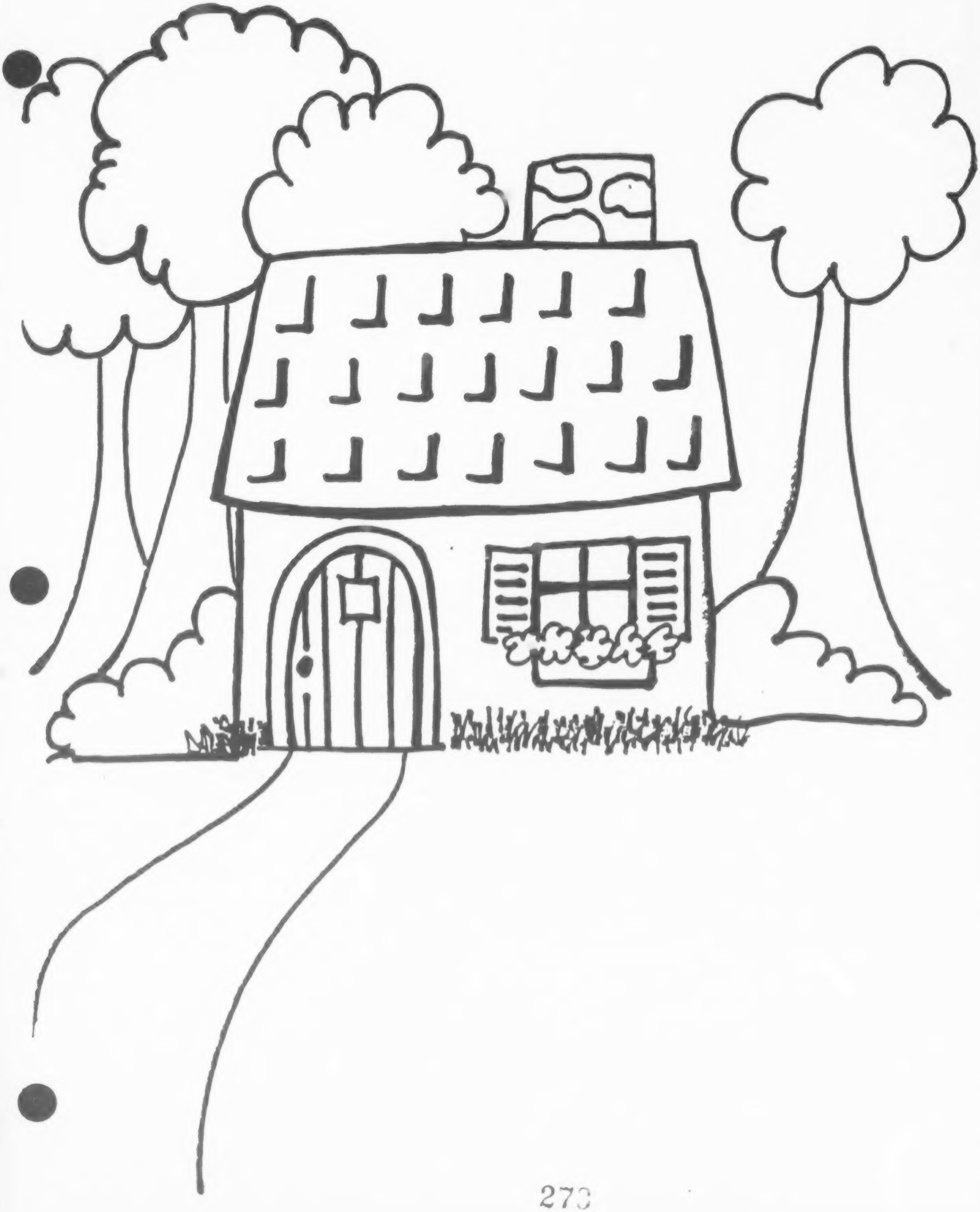

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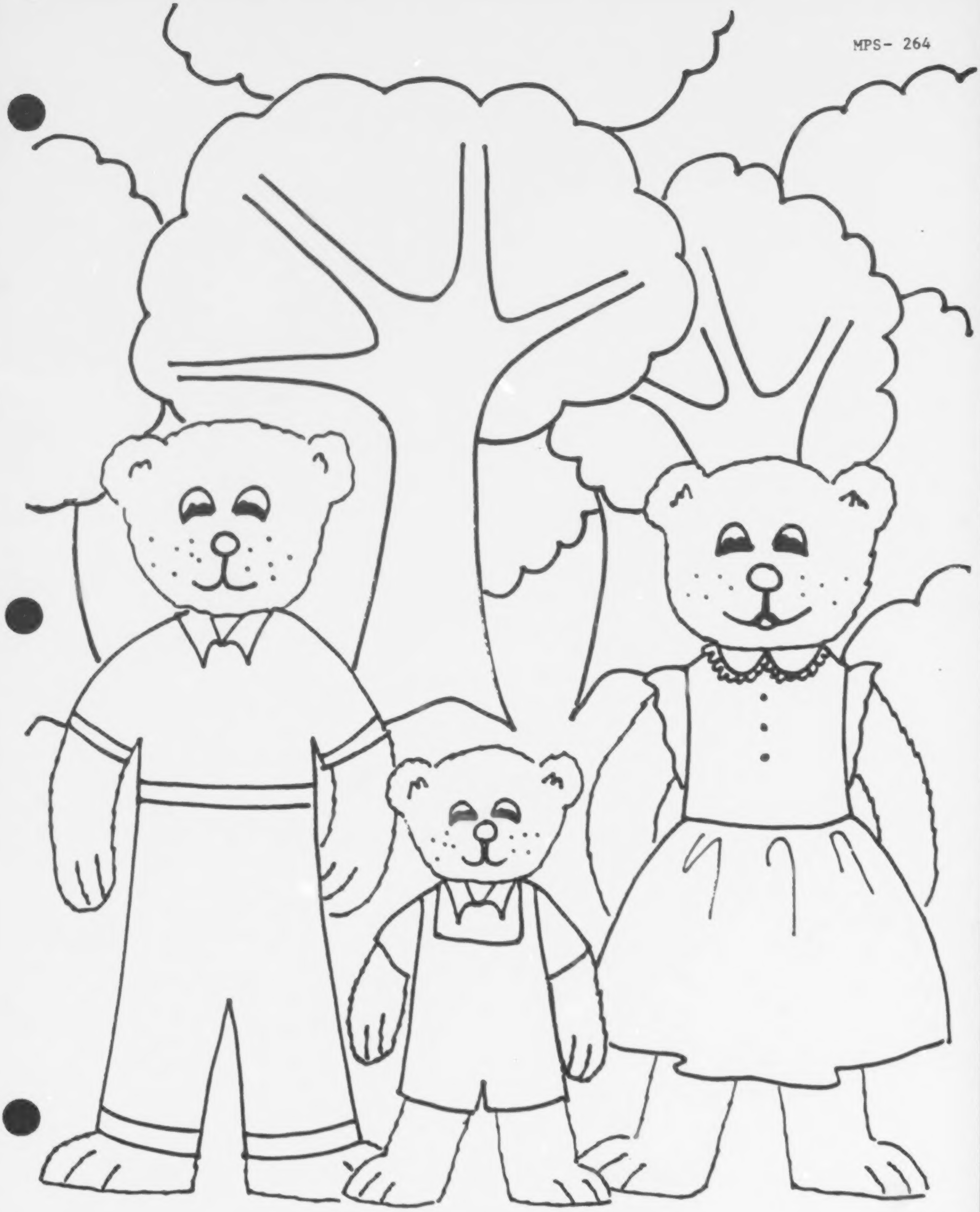

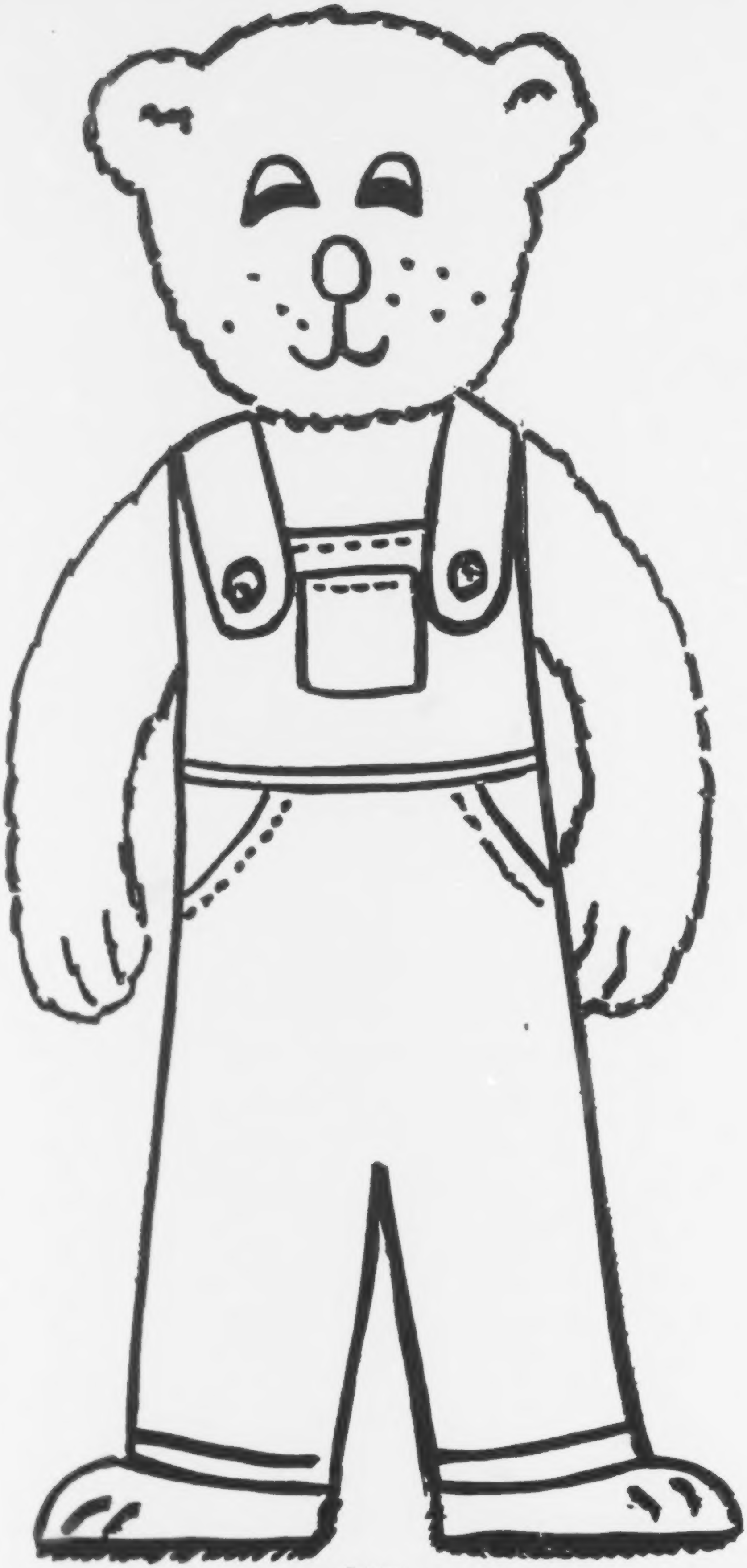

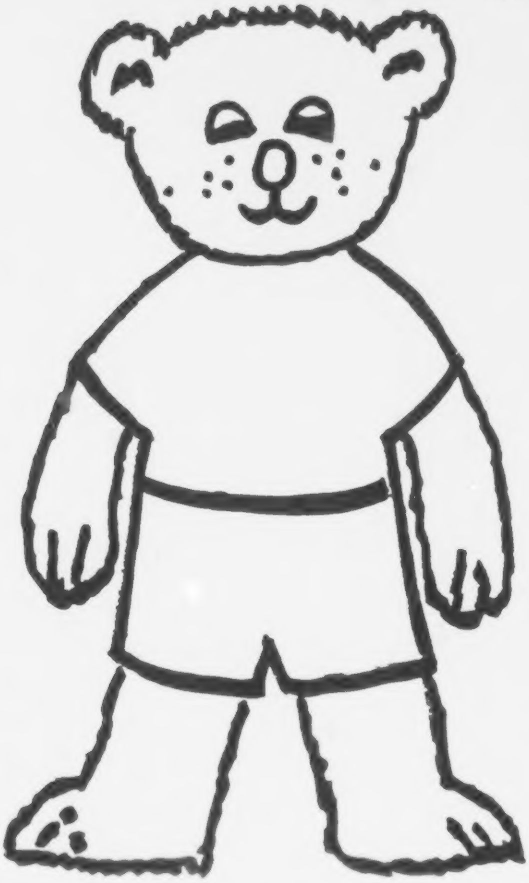

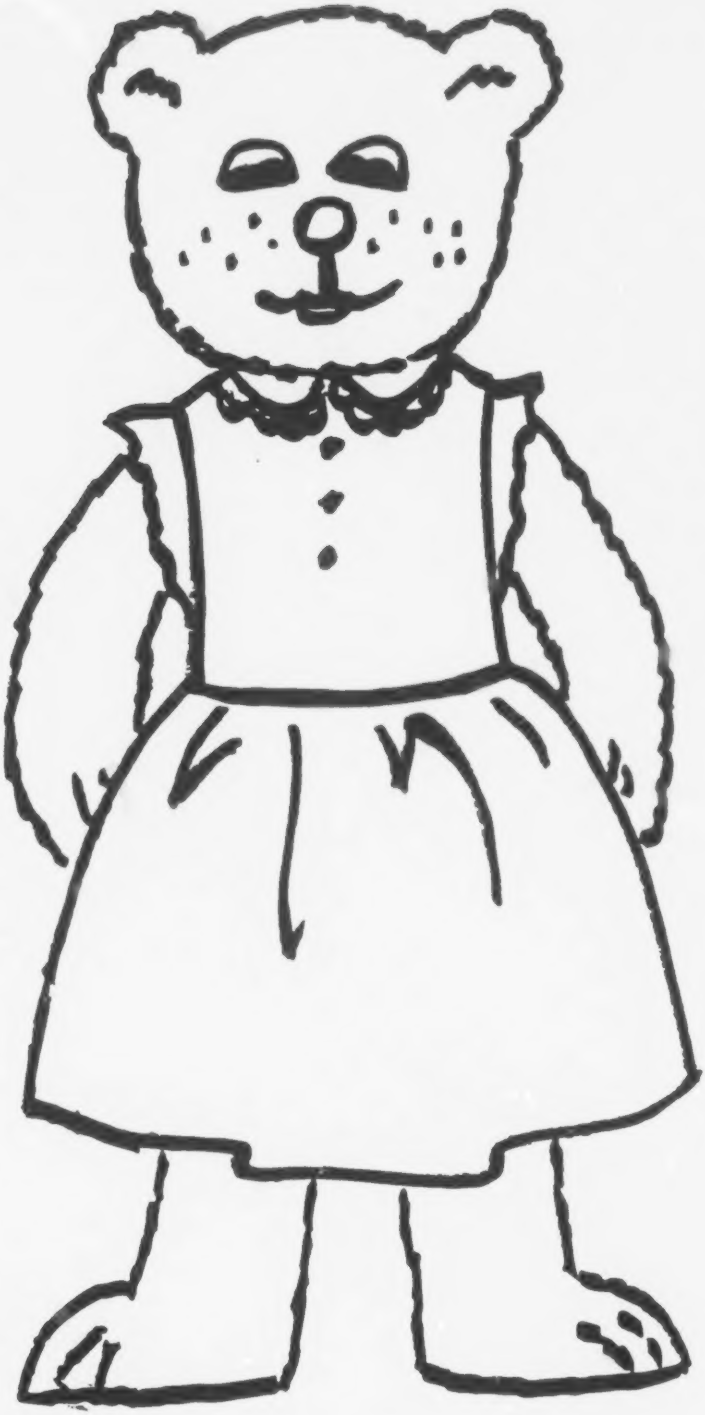

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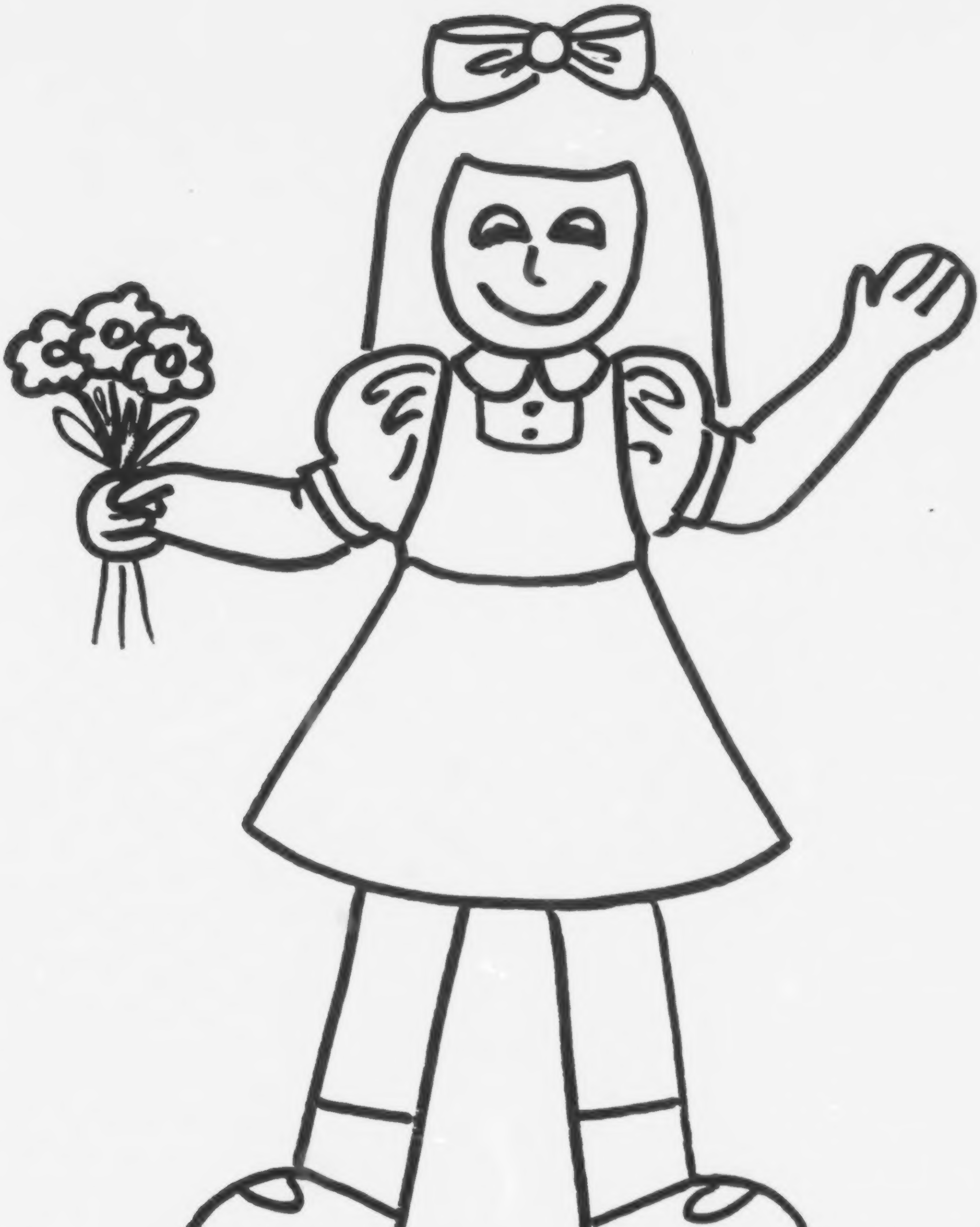

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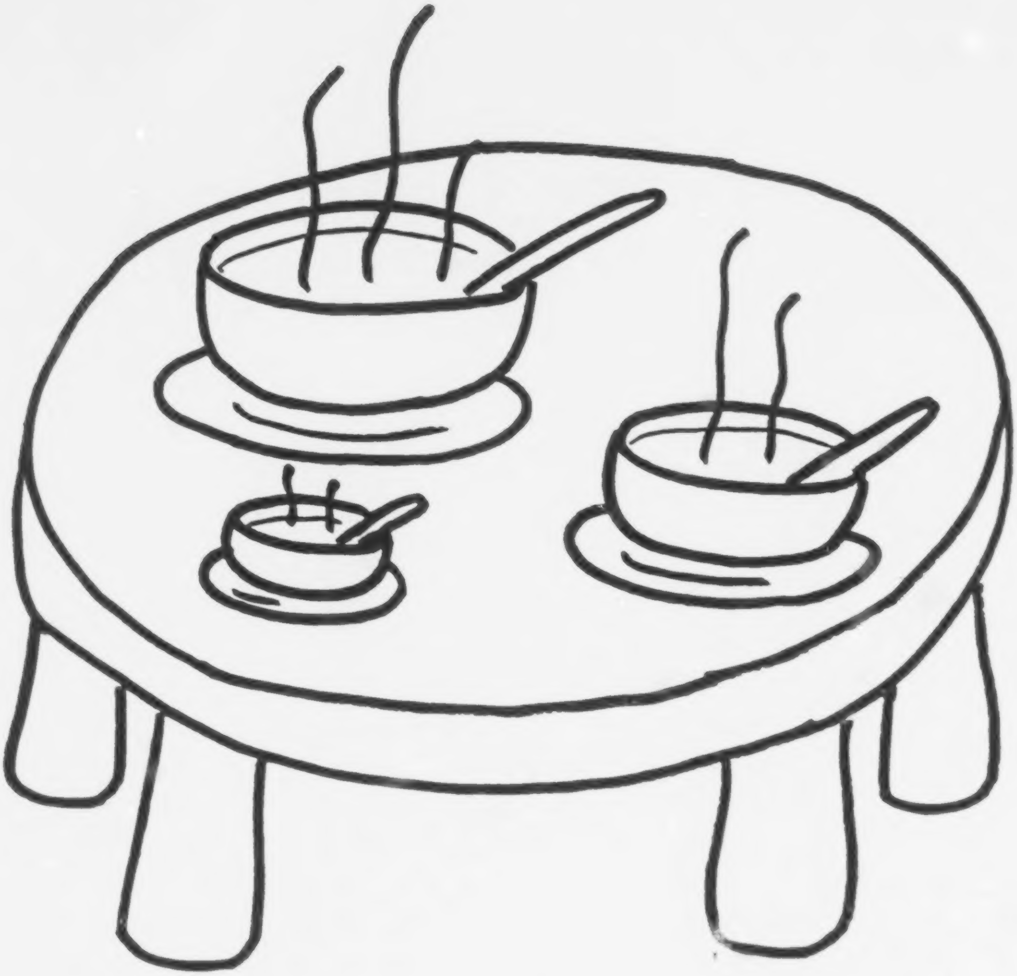

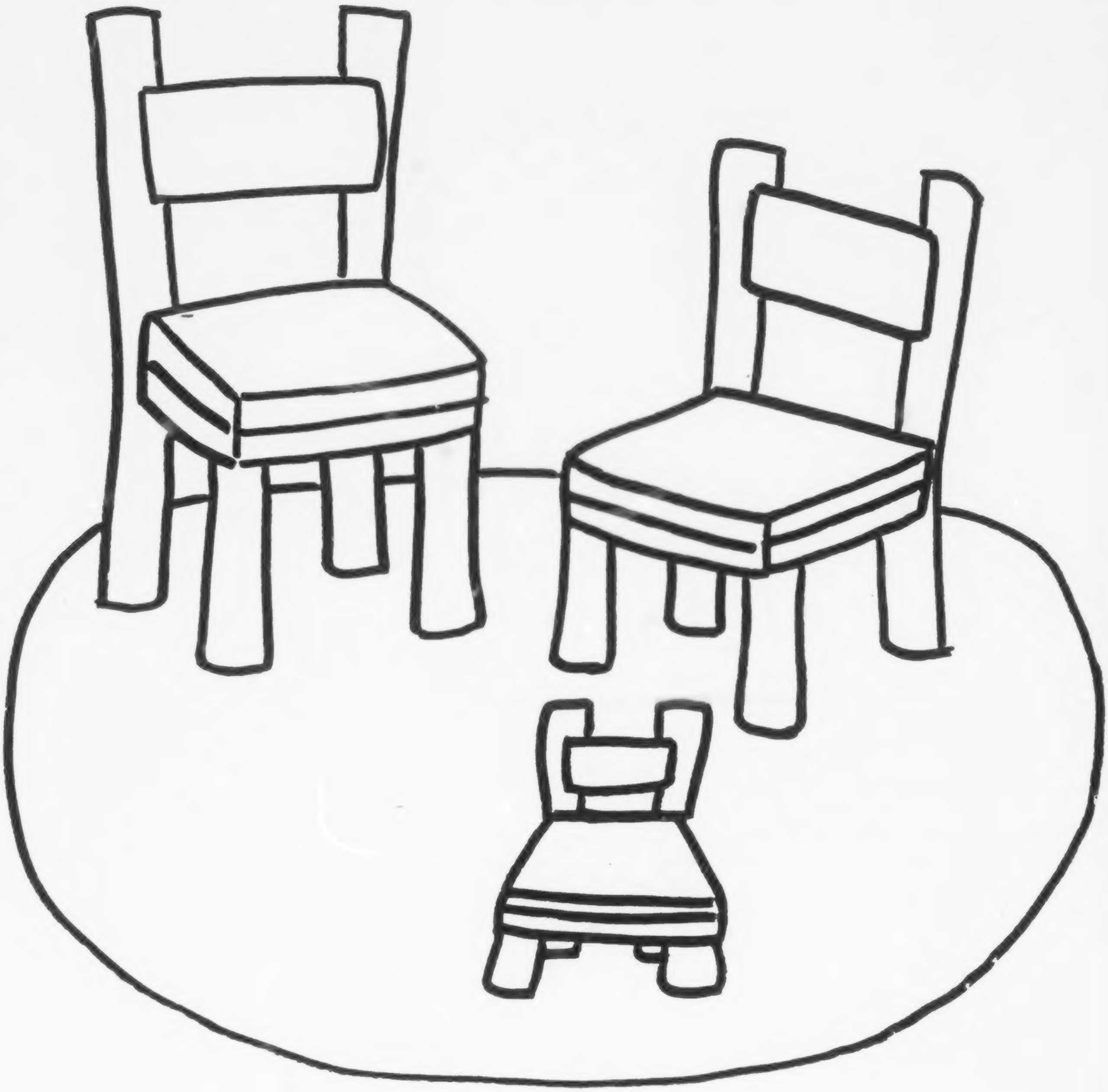

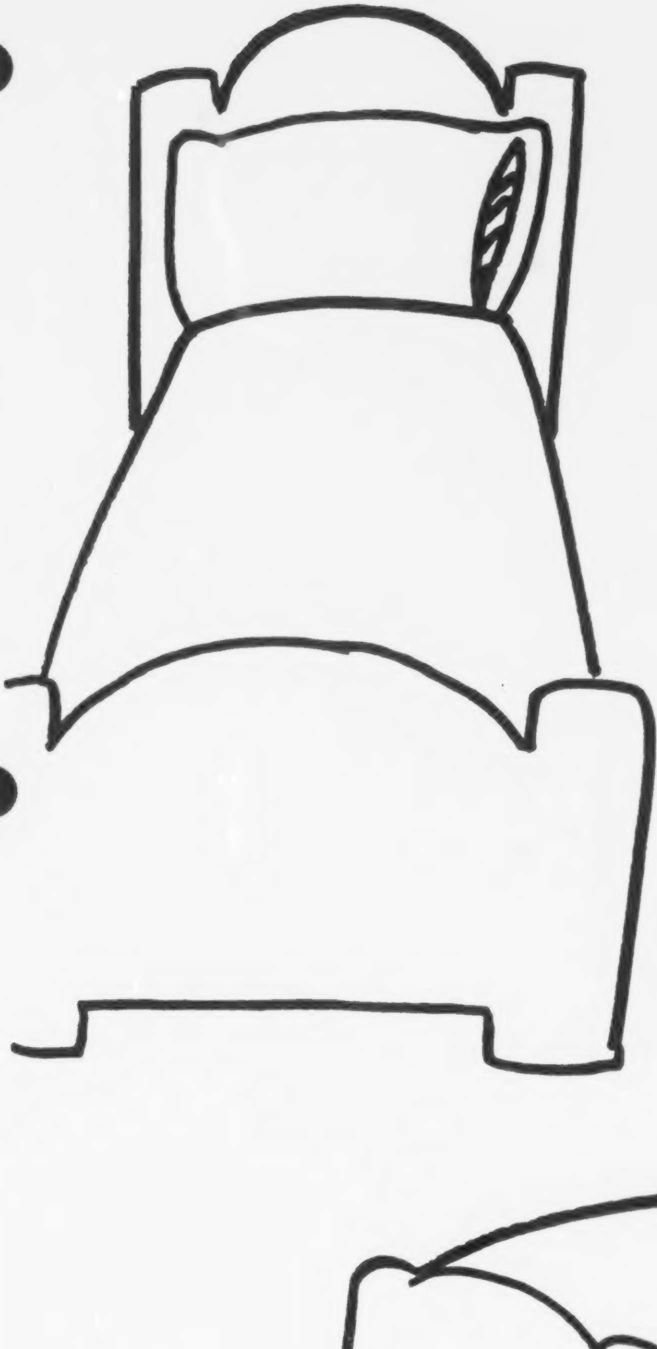

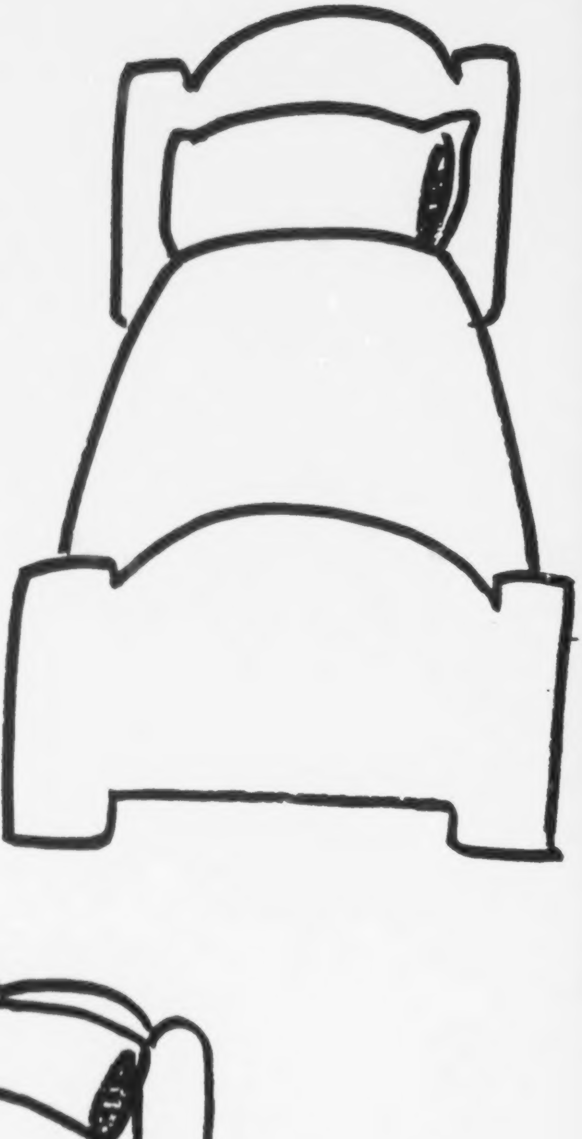

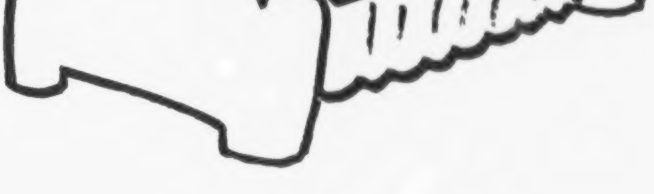

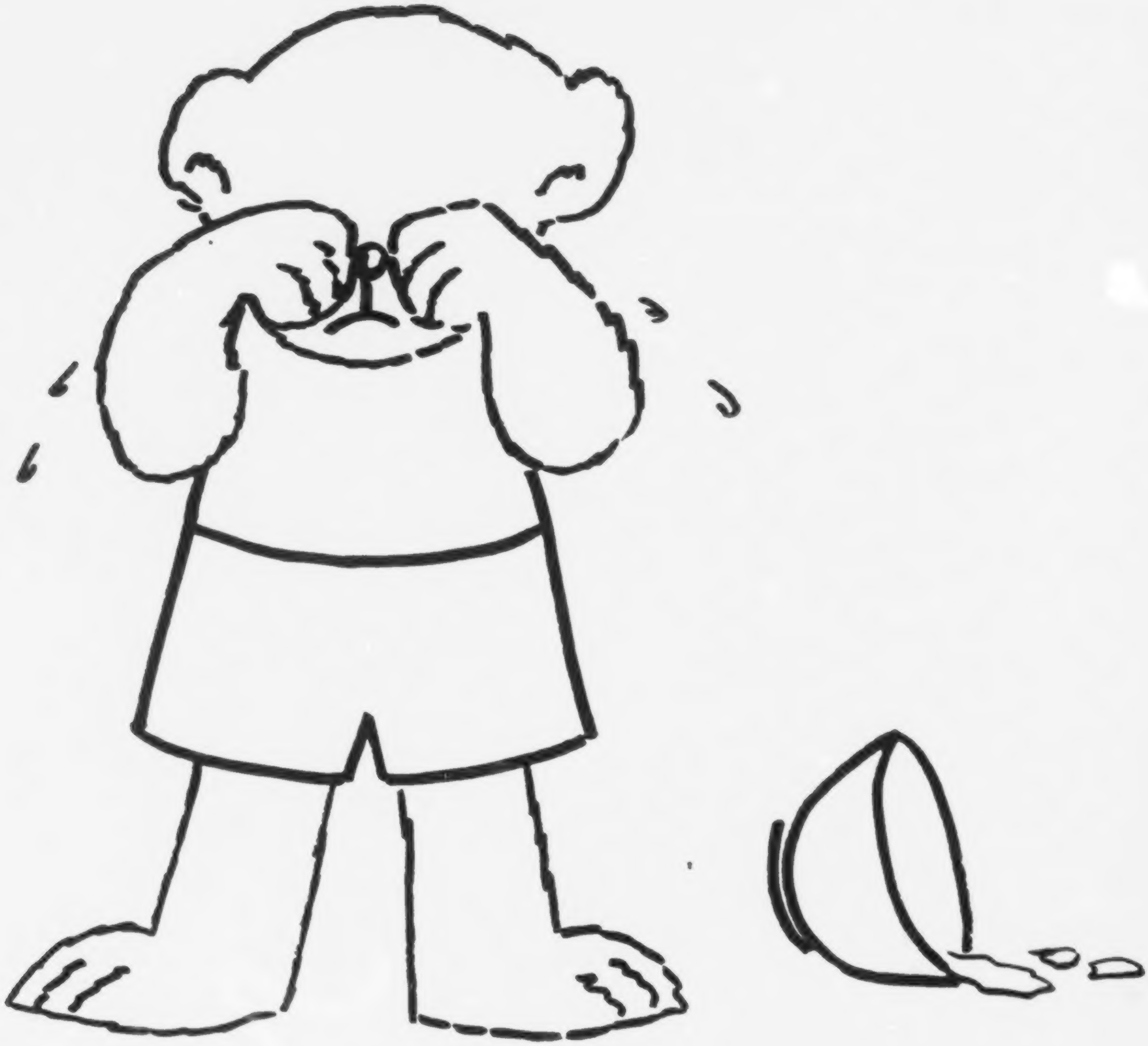

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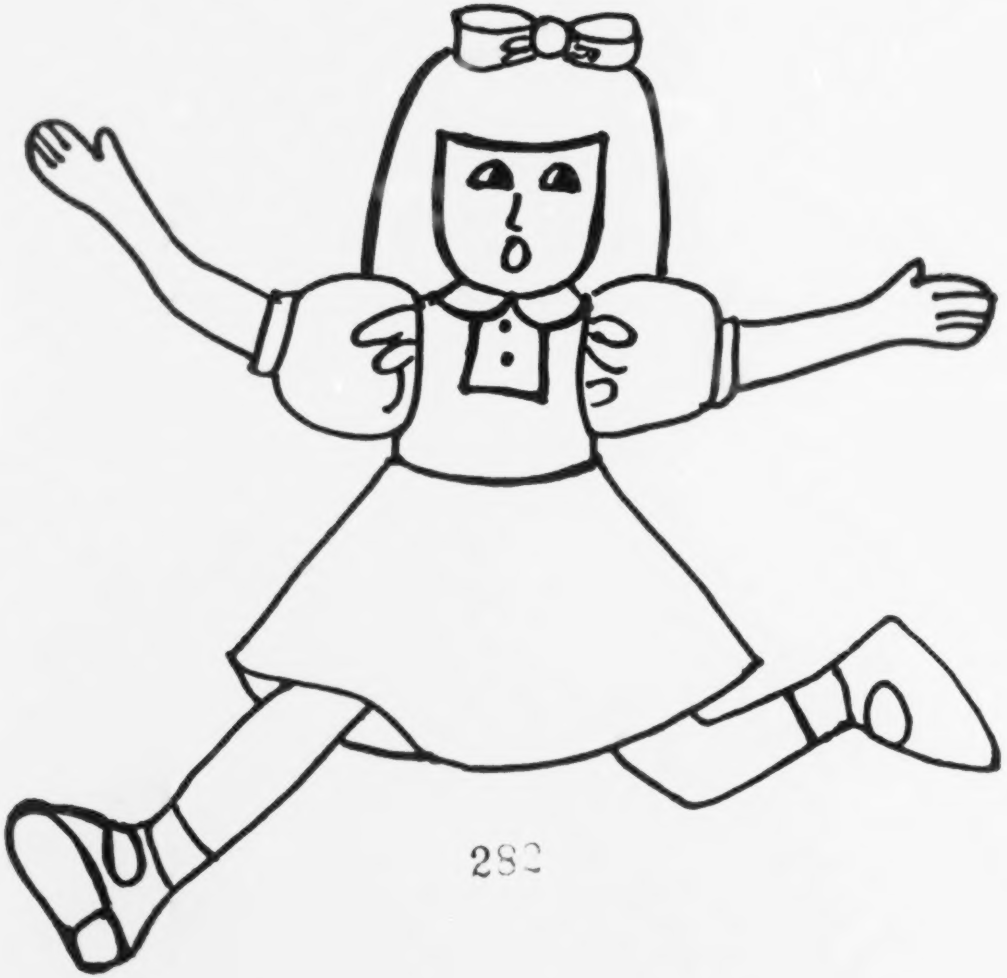


Sample Text for the Three Bears Color and Size Comparison Booklet

Picture of House	The Three Bears live in a house. The house is in the forest. In the forest there are many green trees. The house of the Three Bears is white. The chimney is red. The roof is also red. The door is green. The windows (shutters) are also green.
Picture of Bears in Forest	The Three Bears take a walk in the forest. In the forest there are many trees. The trees are green. The branches are black. Papa Bear is wearing a red shirt. Baby Bear is wearing a yellow outfit.
Picture of Goldilocks	Here is Goldilocks. The girl has blonde hair and blue eyes. She has a red ribbon in her hair. She is wearing a blue and white skirt. She is wearing black shoes. She is wearing red socks.
Picture of Table and Bowls	On the table there are three bowls. The big bowl is blue. The middle bowl is red. The little bowl is yellow. The girl tastes the soup from the little bowl.
Picture of Chairs	In the house there are three chairs. The big chair is blue. The middle chair is red. The little chair is yellow. The girl sits on the little chair.
Picture of Beds	In the house there are three beds. The big bed is blue. The middle bed is red. The little bed is yellow. The girl sleeps on the little bed.
Picture of Baby Bear	The little bear is black. He is wearing a white shirt and yellow pants. The little bear is crying. He is hungry and there is no soup in the little bowl.

(The remaining pictures can be used as visuals for story telling.)

LES TROIS OURS

Dans la forêt il y a une maison où habitent trois ours: papa ours, maman ourse, et bebe ourson.

Dans la maison il y a trois lits. Un grand lit pour papa ours, un lit moyen pour maman ourse et un petit lit pour bébé ourson.

Dans la maison il y a aussi trois chaises. Il y a une grande chaise, une chaise moyenne et une petite chaise.

Dans la maison il y a aussi trois assiettes et trois cuillères. Une grande assiette et une grande cuillère, une assiette moyenne et une cuillère moyenne et une petite assiette et une petite cuillère.

Un jour papa ours dit:

--J'ai très faim.

Maman ourse dit:

--Oui, moi aussi j'ai très faim.

Bebe ourson dit:

--Oui, Oui, j'ai très faim moi aussi.

Maman ourse prépare la soupe.

Maman ourse dit:

--Pour papa ours, beaucoup de soupe. Pour moi, moins de soupe. Pour le bébé ourson très peu de soupe. Mangeons! Mangeons!

Papa ours prend la cuillère, goute la soupe et dit:

--La soupe est trop chaude!

Maman ourse dit:

--Oui la soupe est très chaude!

Et bébé ourson dit:

--Oui, oui, la soupe est très chaude!

Le grand ours dit:

--Allons faire une promenade dans la foret.

Maman ourse dit:

--Oui, allons faire une promenade dans la forêt.

Bébé ourson dit:

--Oui, oui, allons faire une promenade dans la forêt.

Les trois ours laissent la porte ouverte et vont se promener dans la forêt en attendant que la soupe refroidisse.

Une petite fille entre dans la maison et voit les assiettes sur la table.

La petite fille dit:

--J'ai faim -- Elle prend la grande cuillère, goûte la soupe qui est dans la grande assiette et dit:

--Cette soupe est très chaude!

La petite fille prend la cuillère moyenne, goûte la soupe qui est dans l'assiette moyenne et dit:

--Cette soupe est très chaude aussi.

La petite fille prend la petite cuillère, goûte la soupe qui est dans la petite assiette et dit:

--Cette soupe est très bonne!

Et elle mange toute la soupe qui était dans la petite assiette. Puis la petite fille voit les trois chaises.

La petite fille dit:

Je suis très fatiguée. Je vais m'asseoir sur une chaise.

Elle essaie de s'asseoir sur les chaises l'une après l'autre.

--Cette chaise n'est pas confortable/dit-elle en essayant de s'asseoir sur la grande chaise.

--Cette chaise n'est pas confortable non plus,--dit-elle en essayant de s'asseoir sur la chaise moyenne.

Ensuite elle essaie de s'asseoir sur la petite chaise et elle dit:

--Cette chaise est très confortable!

Le petite fille s'assied et elle casse la chaise.

Quand la petite fille voit les trois lits, elle essaie les lits l'un après l'autre.

--Ce lit n'est pas confortable dit-elle en essayant le grand lit.

--Ce lit n'est pas confortable non plus elle dit en essayant le lit moyen.

--Ce lit est très confortable--dit-elle en essayant le petit lit.

Et elle se couche dans le petit lit.

Le petite fille s'est endormie. Peu après, les trois ours reviennent de leur promenade dans la foret et entrent dans la maison. Les ours voient les cuilleres et les assiettes et le papa ours dit:

--Quelqu'un est entré ici et a goûté ma soupe.

Maman ourse dit:

Oui, quelqu'un est entré ici et a goûté ma soupe, aussi.

Bebe ourson dit:

--Oui, oui, quelqu'un est entré chez nous et a mangé toute ma soupe.

Puis les trois ours regardent leurs chaises et papa ours dit:

--Quelqu'un est entré ici et s'est assis sur ma chaise.

Maman ourse dit:

--Oui, quelq'un est entré ici et s'est assis sur ma chaise, aussi.

Bébe ourson dit:

--Oui, oui, quelqu'un est entré ici s'est assis sur ma chaise et l'a cassée!

Et puis, les ours regardent leurs lits et papa ours dit:

--Quelqu'un est entré ici et s'est couché dans mon lit.

Maman ourse dit:

--Oui, oui, quelqu'un est entré ici, et s'est couche dans mon lit, aussi.

Bebe ourson dit:

--Maman! Papa! Venez voir, vite! Venez vite! Il y a une petite fille dans mon lit.

Papa ours dit:

--Oh, qu'elle est jolie!

Maman ourse dit:

--Oui, cette petite fille est jolie.

Bebe ourson dit:

--Oui, oui, cette petite fille est vraiment jolie!

La petite fille se lève en sursaut et court dans la forét. Elle ne rentre plus jamais chez les trois ours.

Depuis lors, les trois ours furent parfaitement heureux.

LE PETIT CHAPERON ROUGE

Dans une maison qui se trouvait dans la forêt, une petite fille vivait avec son père et sa mère. La petite fille s'appelait le Petit Chaperon Rouge.

Sa grand-maman vivait à l'autre extrêmité de la forêt.

Un jour, la maman appela sa fille:--Petit Chaperon Rouge, Petit Chaperon Rouge.

Petit Chaperon Rouge: Oui, maman.

La mère. Petit Chaperon Rouge, ta grand-maman est malade. Prend ce panier de nourriture et va lui apporter.

Le petit chaperon rouge: Oui, maman.

La mère: Prend garde! Ne t'éloignes pas du chemin parce qu'il y a un loup dans la forêt.

Le Petit Chaperon Rouge: Oui, maman.

Et la petite fille a couru dans la forêt avec le panier plein de nourriture. Dans la forêt, le loup se trouvait de l'autre côté du chemin.

Quand le loup vit la petite fille il lui dit: Bonjour, ma petite fille. Où vas-tu?

Le Petit Chaperon Rouge: Je vais à la maison de ma grand-mère pour lui donner ce panier.

Le loup: -- Ah! Est-ce que'elle est malade?

Le Petit Chaperon Rouge: Oui.

Le loup: Où habite ta grand-mère?

Le Petit Chaperon Rouge: Ma grand-mère habite à l'autre extrêmité de la forêt.

Le loup: Ah oui, très bien au revoir, petite fille.

La petite fille a continué à suivre le chemin. Le loup a couru a travers la forêt jusqu'à la maison de la grand-mère. Le loup a frappé à la porte de la maison.

La grand-maman: -- Qui frappe?

Le loup: C'est moi. Je suis le Petit Chaperon Rouge. Je t'apporte un panier de nourriture.

La grand-maman: - Entre.

Le loup est entré dans la maison.

Le loup: - J'ai faim.

La grand-maman: - Oh, oh, j'ai très peur...tu es le loup!

Alors, la grand-mère est sortie de la maison et a couru dans la forêt.

Et puis, le loup s'est installé dans le lit de la grand-mère.

Le Petit Chaperon Rouge est arrivée à la maison et elle a frappé à la porte.

Le Petit Chaperon Rouge: Grand-maman!

Le loup: Qui est-ce?

Le Petit Chaperon Rouge: C'est moi, j'ai un panier de nourriture pour toi.

Le loup: Entre.

Le Petit Chaperon Rouge est entré dans la maison et le loup, qui portait les vêtements de la grand-mère, s'est caché sous les couvertures.

Le Petit Chaperon Rouge: Bonjour. Voici le panier de nourriture.

Le loup: Merci beaucoup, Chaperon Rouge.

Le Petit Chaperon Rouge: - Oh, grand-mère, est-ce que tu es très malade?

Le loup: Oui, ma petite fille.

Le Petit Chaperon Rouge: -- Pourquoi as-tu de si grands yeux?

Le loup: Pour mieux te voir, ma fille.

Chaperon Rouge: - Pourquoi as-tu de si grandes oreilles?

Le loup: Pour mieux t'entendre ma fille.

Chaperon Rouge: Pourquoi as-tu de si grandes dents?

Le loup: -- Pour te manger!

Chaperon: Oh! Oh! Tu es le loup!

J'ai très peur. Au secours! Au secours!

A ce moment, la grand-mère revient de la forêt avec le père du Petit Chaperon Rouge et son chien. Le père entre dans la maison avec son chien.

Le loup: - Au secours! C'est un chien! Au secours!

Le loup court dans la forêt et ne revient jamais, jamais, jamais chez la grand-mère.

Appendix E

French

Wordsearch and Crossword Puzzle Activities

18
3
20
2
14
5
16

UN...DEUX...TROIS...

W	B	C	L	S	O	T	H	T	I	R	A
Z	H	B	A	K	Z	X	U	N	M	Y	L
A	Z	F	L	P	S	A	I	R	X	C	G
O	X	K	V	I	N	G	T	R	O	I	S
Z	C	N	G	V	M	Y	R	D	Y	N	I
L	B	O	L	O	N	Z	E	X	H	Q	P
D	A	O	R	I	S	N	I	L	T	J	E
Y	B	J	X	X	I	P	Z	Q	W	W	M
D	M	B	D	I	X	N	E	U	F	S	C
E	Q	U	I	N	Z	E	N	A	Z	H	F
S	D	I	X	S	E	P	T	T	R	S	Z
T	O	C	H	A	Q	D	Y	O	W	A	Q
Z	U	Q	U	A	T	R	E	R	I	I	X
C	Z	R	I	Y	S	E	I	Z	E	S	W
S	E	P	T	V	B	J	B	E	U	A	O
O	O	E	G	U	H	A	S	Y	X	L	R

Cherche ces mots:

QUATORZE
DIXSEPT
QUATRE
DOUZE
NEUF
CINQ
SIX

DIXNEUF
QUINZE
VINGT
TROIS
HUIT
DEUX
UN

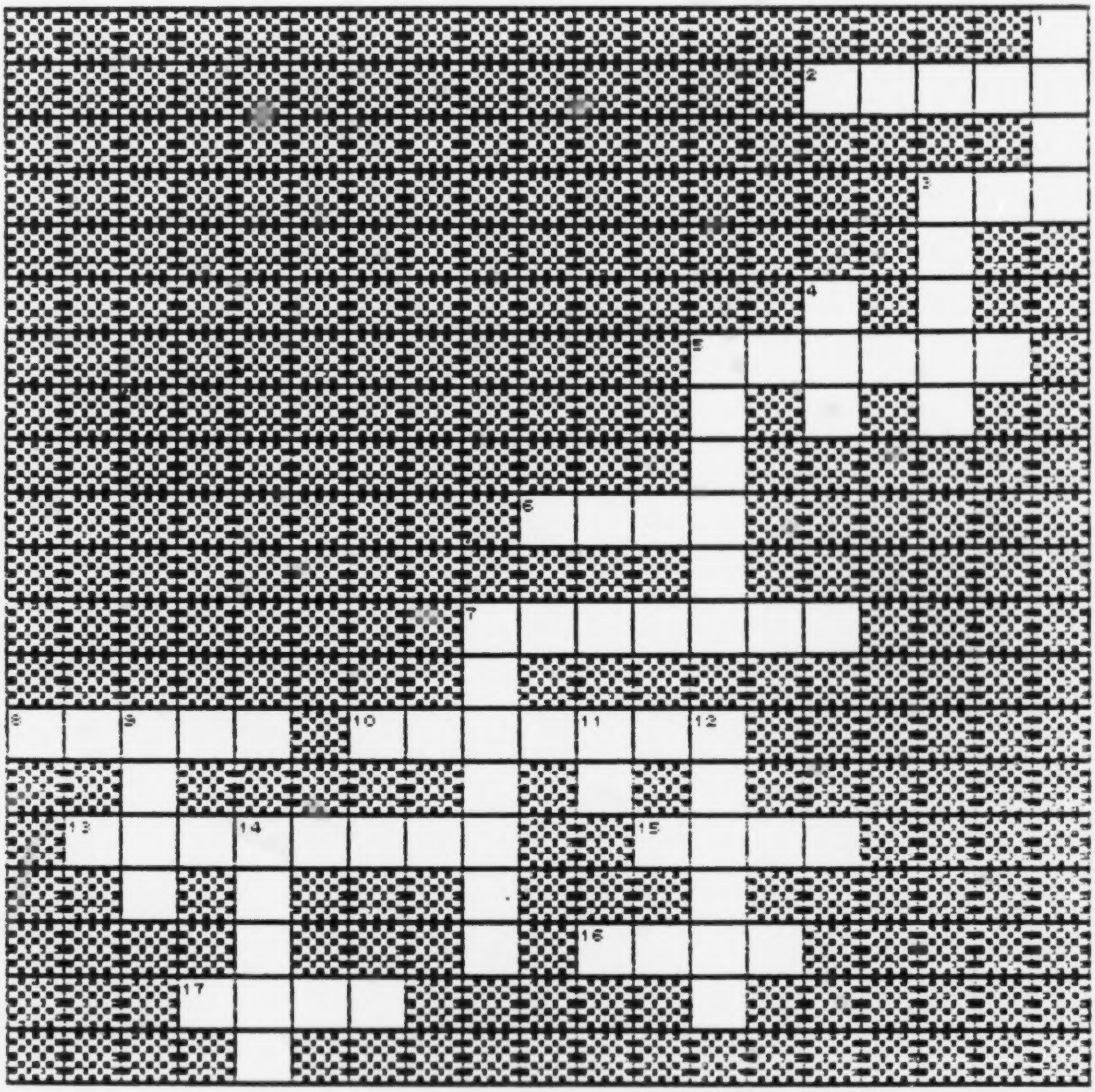
DIXHUIT
TREIZE
SEIZE
ONZE
SEPT
DIX

Answer Key for:

UN . . . DEUX . . . TROIS . . .

```
. . . . . . . H . . . .
. . . . . . . U N . . .
. . . . . . . I . . C .
. . . V I N G T R O I S
. . . . . . . R . . N .
. . . . O N Z E . . Q .
. . . . . S . I . . . .
. . . . . I . Z Q . . .
. . . D I X N E U F . .
. Q U I N Z E . A . . .
. D I X S E P T T . . .
. O . H . . . . O . . .
. U Q U A T R E R D I X
. Z . I . S E I Z E . .
S E P T . . . . E U . .
. . . . . . . . . X . .
```

UN DEUX TROIS...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Horizontalement

2. 16 3. 10 5. 15 6. 8 7. 19 8. 20 10. 18 13. 14
15. 7 16. 11 17. 5

Verticalement

1. 2 3. 12 4. 6 5. 4 7. 17 9. 9 11. 1 12. 13 14. 3

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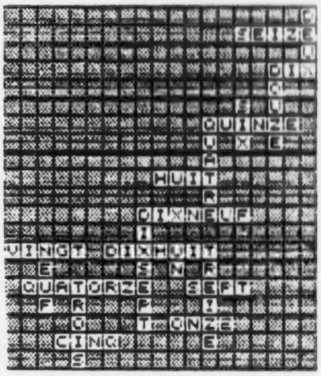
UN DEUX TROIS...


SEIZE
QUINZE
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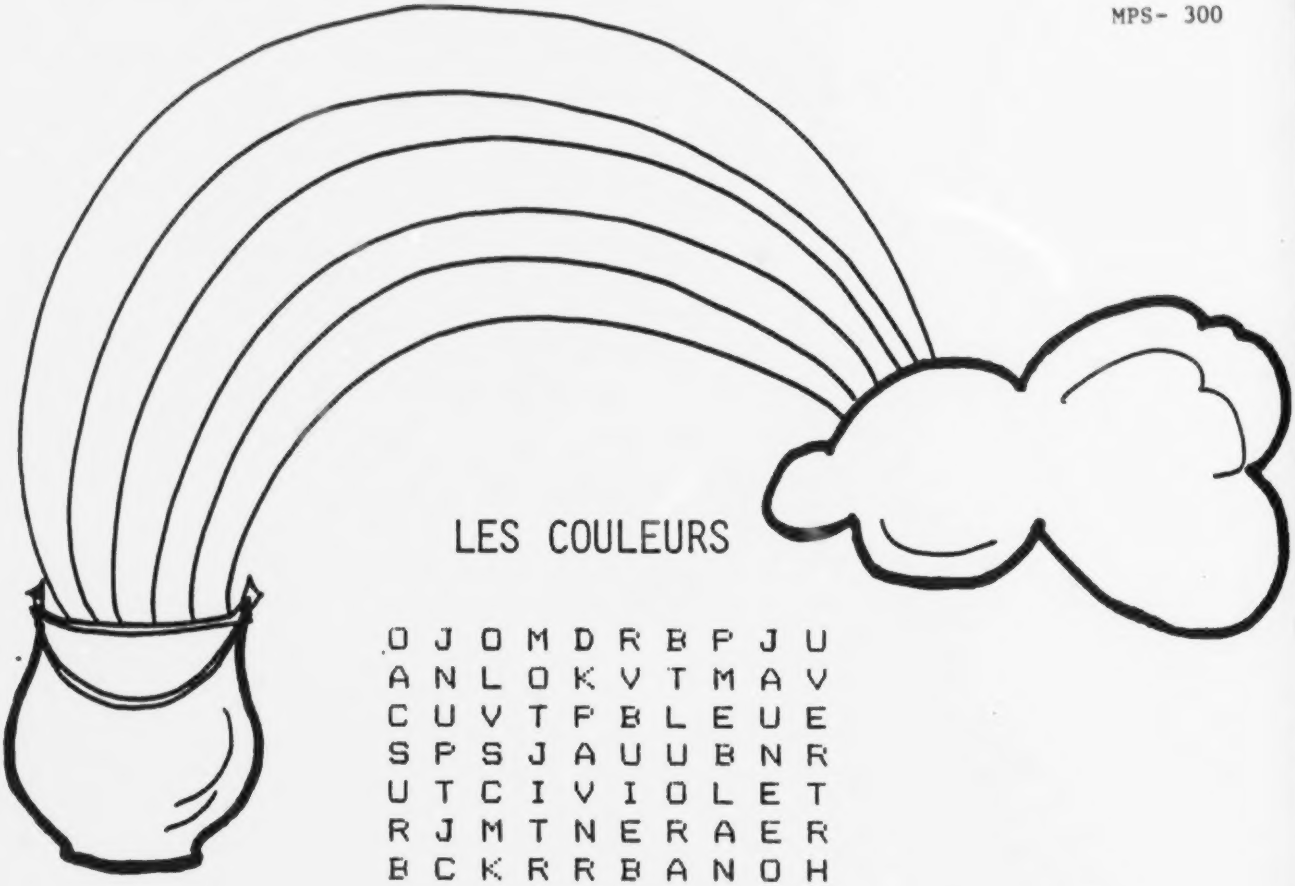
DIXNEUF
VINGT
DIXHUIT
QUATORZE
SEPT
ONZE
CINQ



LES COULEURS

O	J	O	M	D	R	B	P	J	U
A	N	L	O	K	V	T	M	A	V
C	U	V	T	F	B	L	E	U	E
S	P	S	J	A	U	U	B	N	R
U	T	C	I	V	I	O	L	E	T
R	J	M	T	N	E	R	A	E	R
B	C	K	R	R	B	A	N	O	H
I	Z	V	G	R	R	N	C	X	B
N	O	I	R	O	U	G	E	T	W
M	Z	V	I	S	N	E	V	Z	C
Y	I	F	S	E	W	N	Y	U	W

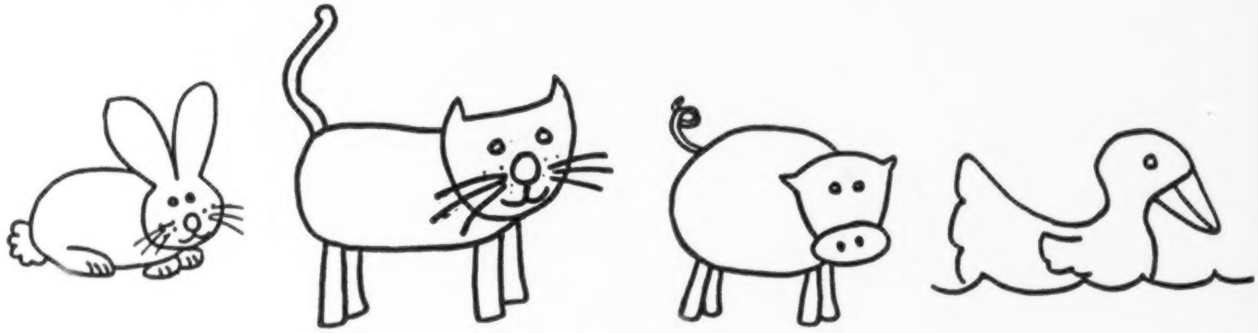
Cherche ces mots:

VIOLET
JAUNE
ROSE
BLEU
ORANGE
ROUGE
BRUN
VERT
BLANC
GRIS
NOIR

Answer Key for:

LES COULEURS

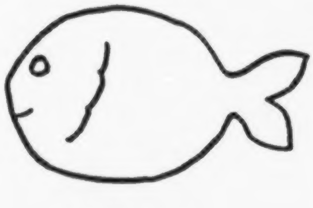
```
. . . . . . . . J .
. . . . . . . . A V
. . . . . B L E U E
. . . . . . . B N R
. . . . V I O L E T
. . . . . . R A . .
. . . . . B A N . .
. . . G R R N C . .
N O I R O U G E . .
. . . I S N E . . .
. . . S E . . . . .
```



LES ANIMAUX

K A S Q L I O N W Z H L P E N K
B X R P G D I Q F E K F I V G B
U S E O M P S S Q F E W V Q U H
J N V A E I E V N H N Z I K X K
I A C H E V A L F X I J J D T U
W P O U L E U R O Q C O C H O N
S I N G E N V S S B A N I M A L
E B E H P O I S S O N F A R E A
P K C C H I E N G V A C H E C P
R P F M A F Z O Q I R H W Y V I
V B E F N Y U U O K D A B P X N
Y S Z L T I G R E W T T S H N P
F R P J P E R S R Z Y A F N B F

Cherche ces mots:



ELEPHANT
COCHON
ANIMAL
POULE
CHIEN
CHAT

POISSON
CHEVAL
SINGE
VACHE
LION

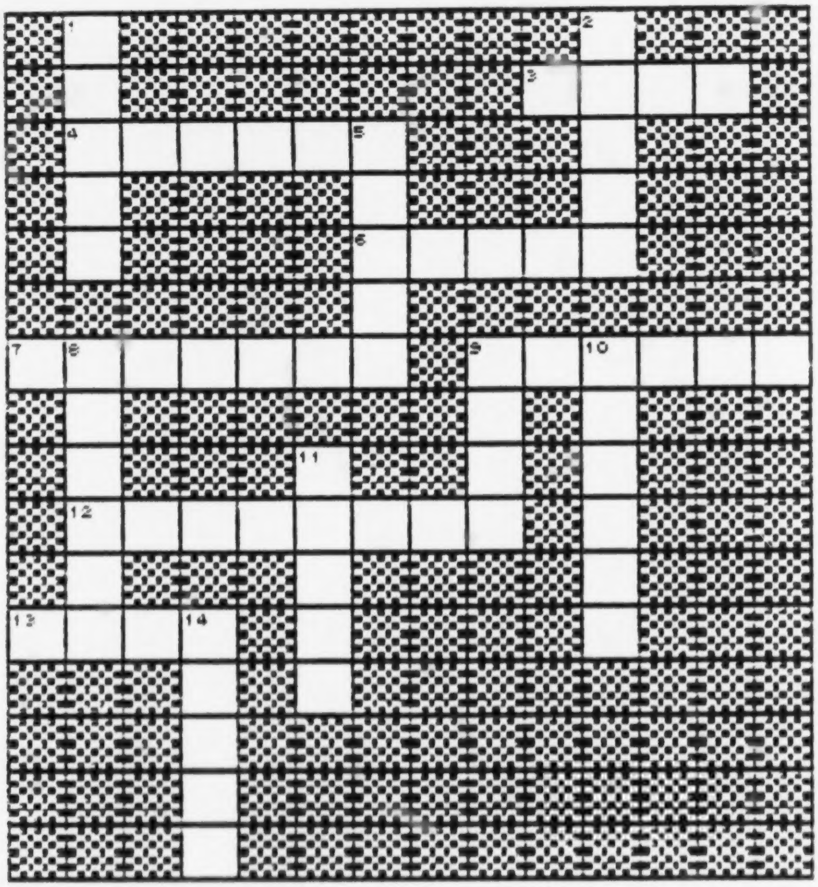
CANARD
OISEAU
TIGRE
LAPIN
OURS

Answer Key for:

LES ANIMAUX

```
. . . . L I O N . . . . . . . .
. . . . . . I . . . . . . . . .
. . . . . . S . . . . . . . . .
. . . . . . E . . . . . . . . .
. . C H E V A L . . . . . . . .
. P O U L E U . . . C O C H O N
S I N G E . . . . . A N I M A L
. . . . P O I S S O N . . . . A
. . . C H I E N . V A C H E . P
. . . . A . . O . . R H . . . I
. . . . N . . U . . D A . . . N
. . . . T I G R E . . T . . . .
. . . . . . . . S . . . . . . .
```

LES ANIMAUX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Verticalement

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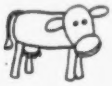

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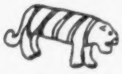

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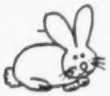

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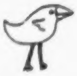

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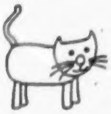

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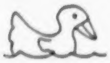

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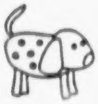

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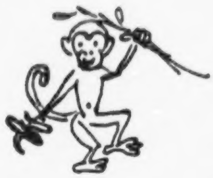
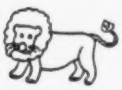


Horizontalement

3



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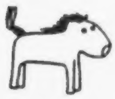

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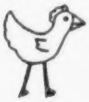

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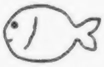

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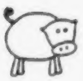

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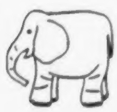

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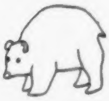

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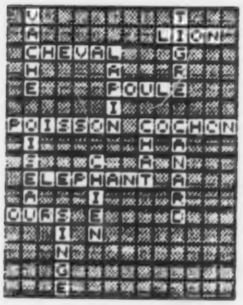
LES ANIMAUX



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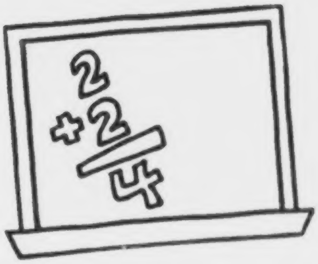

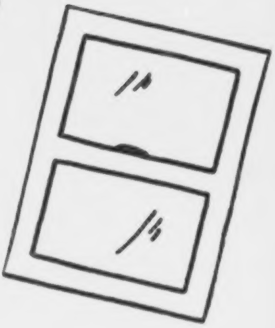

A L'ECOLE

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P	Y	P	Y	Q	S	P	B	R	V	C	R	A	Y	O	N
C	Z	C	T	V	O	I	C	T	R	R	B	X	G	U	X
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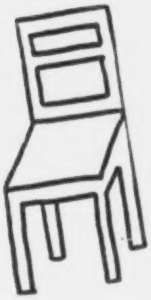

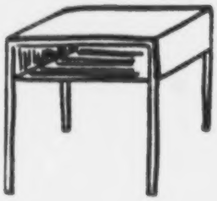

Cherche ces mots:

CORBEILLE
PUPITRE
TABLEAU
PAPIER
PORTE
STYLO
SOL

DRAPEAU
FENÊTRE
CHAISE
CRAYON
COLLE
LIVRE

LUMIERE
CISEAUX
CRAIES
TABLE
CRAIE
MUR

MPS- 307

A L'ECOLE

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            P A P I E R
            U   O
            P   R   C R A Y O N
            I C T   R
  C         T H E   A
  I     D C R A I E I F P W Z A
  S C O R B E I L L E
  E     A N   S     S O L
  A     P F F E
L U M I E R E
  X     A Z N
      M U R E
            T A B L E A U
            R
    C O L L E
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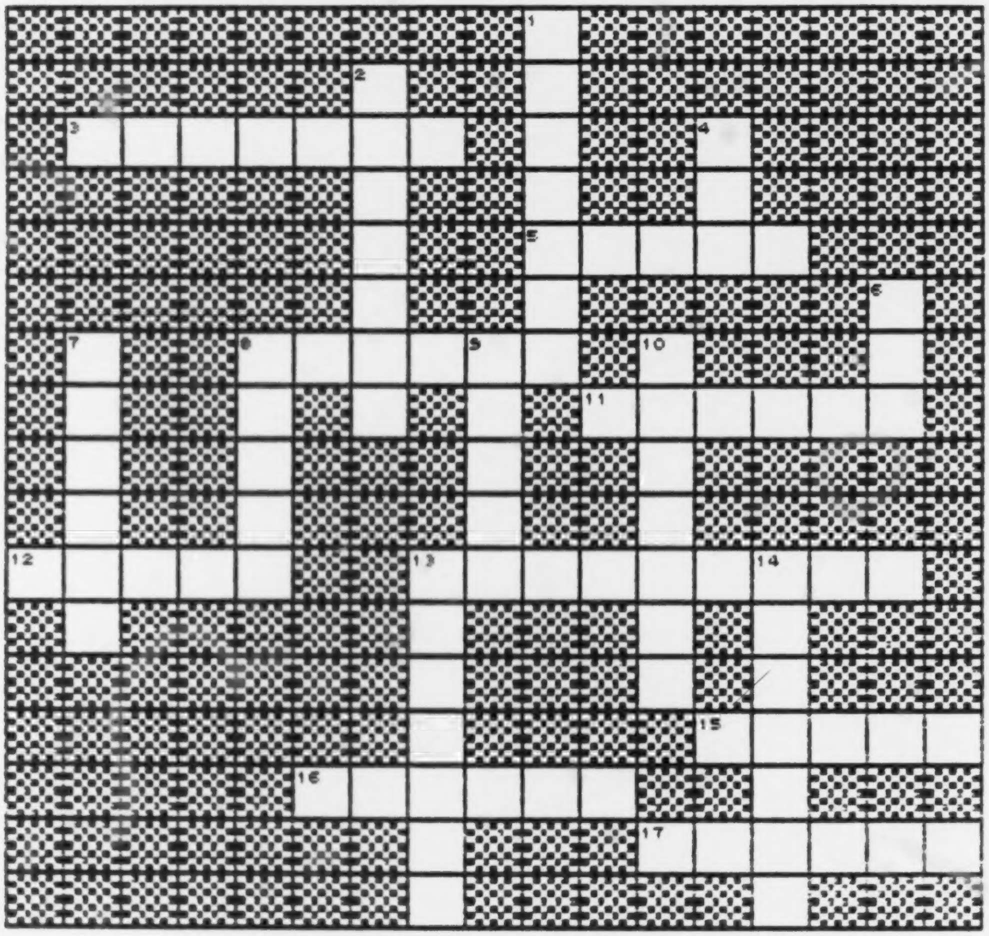
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Verticalement

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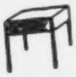

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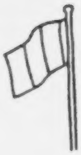

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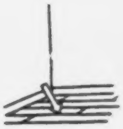

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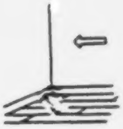

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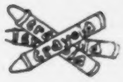

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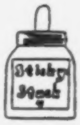

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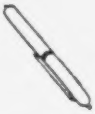

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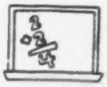

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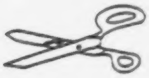

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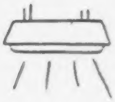

Horizontalement

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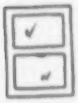

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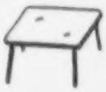

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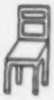

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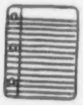

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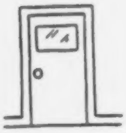

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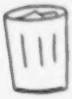

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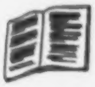

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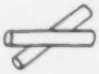

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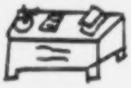


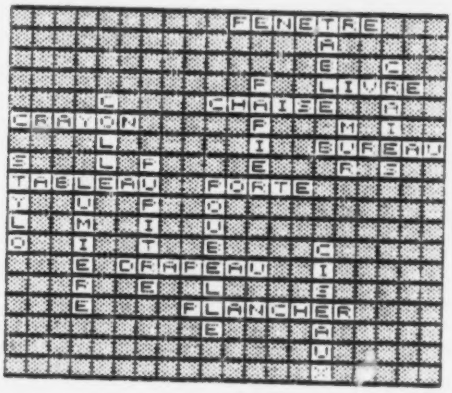
ACROSS CLUES

1. window
5. book
7. chair
8. pencil
10. desk
13. chalkboard
15. door
17. flag
18. floor

DOWN CLUES

2. table
3. crayons
4. paper
6. glue
9. wall
11. pen
12. student desk
14. light
15. wastebasket
16. scissors

ANSWERS: A L'ECOLE



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C	R	A	Y	O	N						P				M		I		
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S				L		P					E				R		S		
T	A	B	L	E	A	U			P	O	R	T	E						
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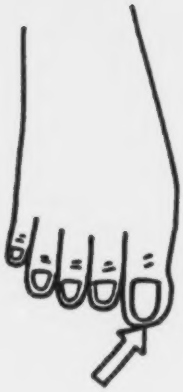

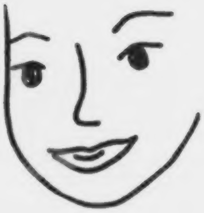

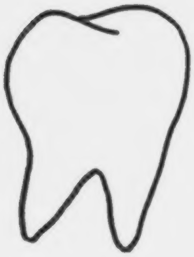

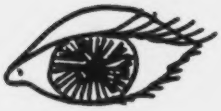

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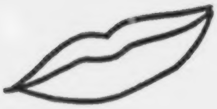

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V	B	O	U	C	H	E	T	U	K	Z	Q	H	Q
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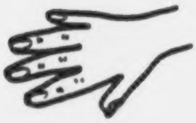

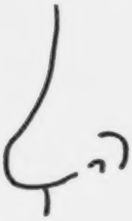

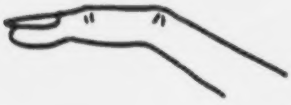

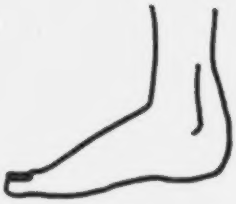

Cherche ces mots:

OREILLE
VISAGE
DENTS
JAMBE
MAIN
NEZ

CHEVEUX
EPAULE
GENOU
OEIL
BRAS

BOUCHE
ORTEIL
DOIGT
PIED
TETE

Answer Key for:

MON CORPS

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. J . . . . . O E I L . . .
M A I N . . . . P I E D . .
. M . . . . B R A S . . . .
. B O U C H E . U . . . . .
T E T E H . . . L . . . . .
. . O R E I L L E D O I G T
. . R . V I S A G E . . . .
. . T G E N O U . N . . . .
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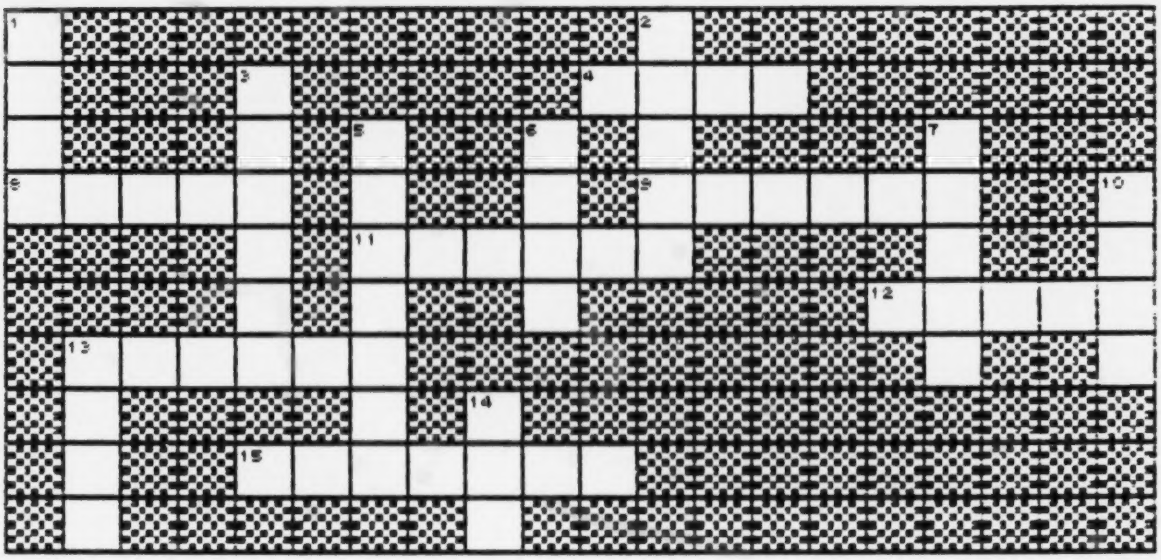
MON CORPS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Horizontalement

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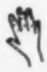

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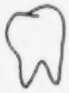

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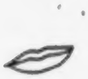

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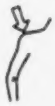

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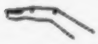

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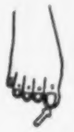

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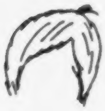

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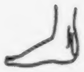

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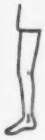

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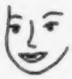

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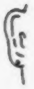

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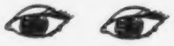

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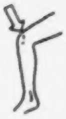

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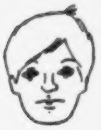

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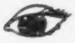

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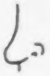

MON CORPS

P											J								
I				V						M	A	I	N						
E				I		O			Y		M					G			
D	E	N	T	S		R			E		B	O	U	C	H	E			T
				A		E	P	A	U	L	E					N			E
				G		I			X						D	O	I	G	T
	O	R	T	E	I	L										U			E
	E					L		N											
	I			C	H	E	V	E	U	X									
	L							Z											

LES VETEMENTS

N	P	A	M	J	K	A	U	A	K	L	Y	U	C	M	Y	L	O
N	T	M	Q	F	W	B	B	L	O	U	S	E	I	A	F	D	F
B	X	T	X	N	M	W	F	H	B	H	A	C	P	N	H	K	L
G	P	C	H	D	K	C	T	P	L	U	N	E	T	T	E	S	G
N	G	A	L	U	H	O	C	O	O	V	D	I	R	E	S	K	Q
K	C	X	N	P	M	N	S	P	U	P	A	N	T	A	L	O	N
Y	V	U	L	C	H	E	M	I	S	E	L	T	P	U	R	O	E
I	J	V	I	D	C	Q	A	A	O	Y	E	U	E	T	O	R	P
L	X	T	S	Z	S	N	I	I	N	Q	S	R	J	K	B	I	Q
L	L	G	E	X	O	C	H	A	U	S	S	E	T	T	E	S	R
E	G	K	P	U	C	H	A	N	D	A	I	L	Q	L	T	Y	N
N	S	C	Q	Y	P	A	R	A	P	L	U	I	E	T	H	C	R
C	H	A	P	E	A	U	V	Z	G	M	I	L	G	J	I	M	I
J	O	O	N	W	A	S	J	E	N	G	R	Q	F	J	D	M	X
C	R	C	F	Y	A	S	Q	Z	W	C	H	F	F	R	C	X	N
Q	T	X	T	P	J	U	P	E	E	J	Y	R	C	G	R	G	R
W	Y	B	X	K	Y	R	G	O	Y	H	E	W	E	A	U	F	T
G	M	D	B	D	R	E	O	N	P	Z	S	T	V	P	O	S	I
D	L	F	H	Y	R	S	B	X	G	J	B	Y	N	W	X	S	Y

Cherche ces mots:

CHAUSSETTES
CHANDAIL
SANDALES
MANTEAU
BLOUSE
JUPE

CHAUSSURES
CEINTURE
PANTALON
CHAPEAU
SHORT

PARAPLUIE
LUNETTES
BLOUSON
CHEMISE
ROBE

Answer Key for:

LES VÊTEMENTS

```
. . . . . . . . . . . . . . M . . .
. . . . . . . B L O U S E . A . . .
. . . . . . . . . B . A C . N . . .
. . . . . . . . . L U N E T T E S .
. . . . . . . . . O . D I . E . . .
. . . . . . . . . U P A N T A L O N
. . . . C H E M I S E L T . U R . .
. . . . . . . . . O . E U . . O . .
. . . . . . . . . N . S R . . B . .
. . . . . . C H A U S S E T T E S .
. . . . . C H A N D A I L . . . . .
. S . . . P A R A P L U I E . . . .
C H A P E A U . . . . . . . . . . .
. O . . . . S . . . . . . . . . . .
. R . . . . S . . . . . . . . . . .
. T . . . J U P E . . . . . . . . .
. . . . . . R . . . . . . . . . . .
. . . . . . E . . . . . . . . . . .
. . . . . . S . . . . . . . . . . .
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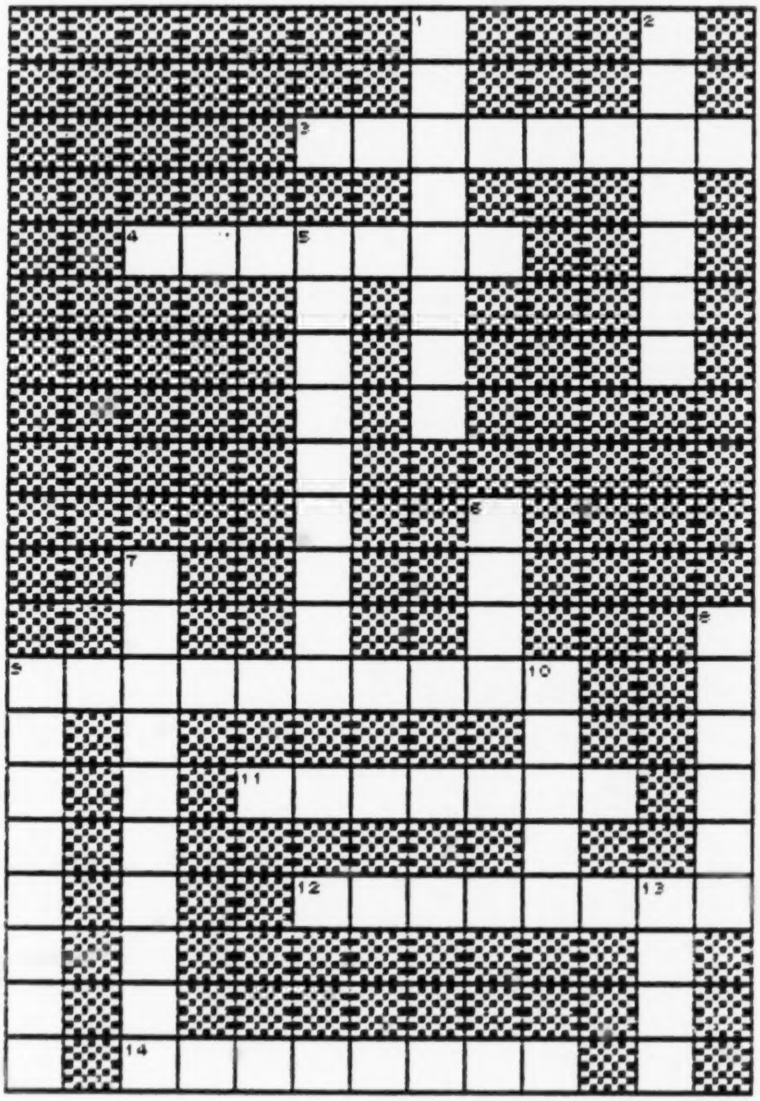
LES VETEMENTS


1
2
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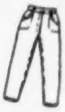
12
13
14

Verticalement

1


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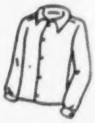

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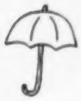

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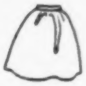

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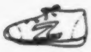

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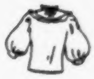

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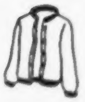

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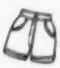

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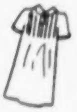

Horizontalement

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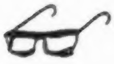

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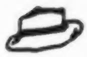

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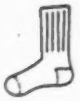

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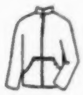

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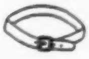

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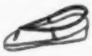

MPS- 317

LES VETEMENTS

							P				C	
							A				H	
					L	U	N	E	T	T	E	S
							T				M	
		C	H	A	P	E	A	U			I	
					A		L				S	
					R		O				E	
					A		N					
					P							
					L			J				
		C			U			U				
		H			I			P				B
C	H	A	U	S	E	T	T	E	S			L
H		U							H			O
A		S		B	L	O	U	S	O	N		U
N		S							R			S
D		U			C	E	I	N	T	U	R	E
A		R									O	
I		E									B	
L		S	A	N	D	A	L	E	S		E	

JE CONNAIS...

U	Y	M	E	R	E	A	A	D	X	K	A	F
E	S	O	E	U	R	W	V	U	H	N	U	S
W	E	N	F	A	N	T	N	A	Z	D	S	M
F	Y	S	R	E	R	I	F	R	C	U	H	Q
E	D	I	E	K	F	Q	I	R	D	G	V	N
L	I	E	R	F	O	M	L	G	D	V	Z	Q
U	N	U	E	L	V	H	L	A	F	P	I	Z
Y	G	R	A	N	D	P	E	R	E	A	B	U
D	R	J	D	H	Q	W	D	C	H	P	D	N
F	A	M	I	L	L	E	C	O	K	U	S	P
K	N	A	S	D	H	D	Y	N	S	S	K	N
G	D	D	X	C	O	R	Z	S	B	P	D	F
V	M	A	D	E	M	O	I	S	E	L	L	E
F	E	M	M	E	M	H	S	F	B	H	P	R
B	R	E	S	Q	E	I	W	U	E	Y	J	I
I	E	S	T	F	V	O	I	W	Z	K	K	J

Cherche ces mots:

MADEMOISELLE
MONSIEUR
ENFANT
FRERE
FILLE
MERE

GRANDMERE
FAMILLE
GARCON
FEMME
BEBE

GRANDPERE
MADAME
SOEUR
HOMME
PERE

Answer Key for:

JE CONNAIS

```
. . M E R E . . . . . . .
. S O E U R . . . . . . .
. E N F A N T . . . . . .
. . S R . . . F . . . . .
. . I E . . . I . . . . .
. . E R . . . L G . . . .
. . U E . . . L A . . . .
. G R A N D P E R E . . .
. R . . . . . . C . . . .
F A M I L L E . O . . . .
. N A . . H . . N . . . .
. D D . . O . . . B . . .
. M A D E M O I S E L L E
F E M M E M . . . B . . .
. R E . . E . . . E . . .
. E . . . . . . . . . . .
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Horizontalement

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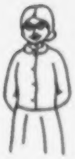

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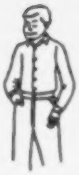

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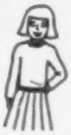

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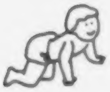
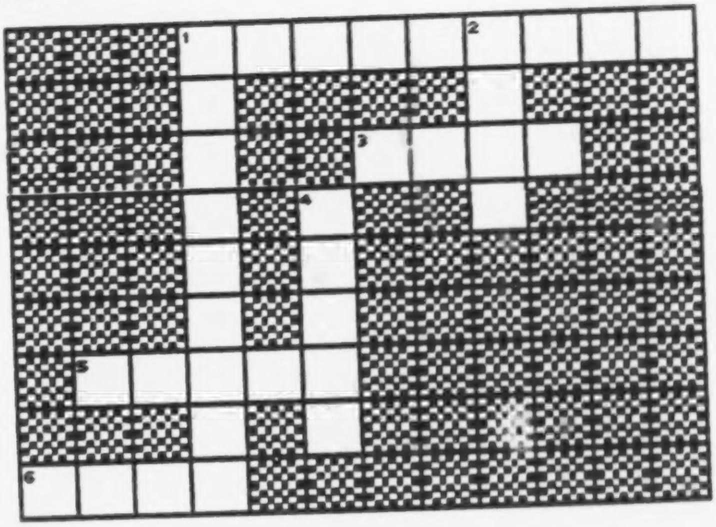


JE CONNAIS



Verticalement

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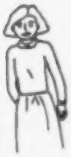

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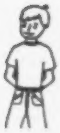
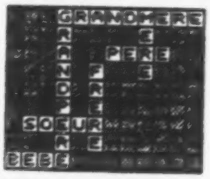


ANSWERS: JE CONNAIS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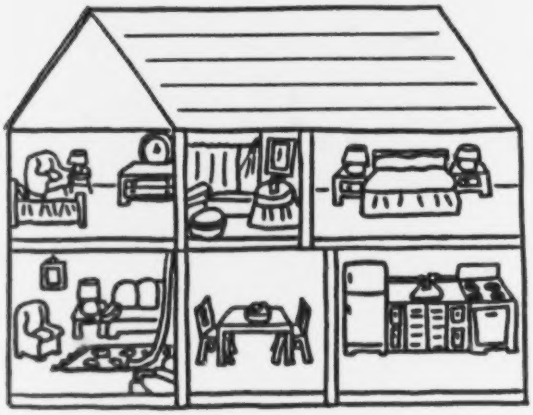
R E
A PERE
N F E
D R
P E
SOEUR
R E
BEBE



A LA MAISON

I W L R P A M H O H K E Z
S M T A B L E B K C W F N
L I T D E C W S L C E L W
G M A I S O N N M H T O M
E J P O T M X A L A M P E
J A I R H M H D W M I D A
U W S I Q O A H I B W O J
O T X D E D Q R N R V T H
A I T E L E V I S E U R M
Y C H A I S E G T Y Q B H
T M C U I S I N E Q K N K
C Y F X G A K J L A T Z O
U I W I H L J U M Z C C L
F S J Y O O N I W R R D G
D F B W U N Q N M W N M E

Cherche ces mots:

TELEVISEUR
CHAMBRE
MAISON
LAMPE
LIT

RIDEAUX
CUISINE
TAPIS
TABLE

COMMODE
CHAISE
RADIO
SALON

Answer Key for:

A LA MAISON

```
. . . R . . . . . . . . .
. . T A B L E . . . . . .
L I T D . C . . . C . . .
. M A I S O N . . H . . .
. . P O . M . . L A M P E
. . I R . M . . . M . . .
. . S I . O . . . B . . .
. . . D . D . . . R . . .
. . T E L E V I S E U R .
. C H A I S E . . . . . .
. . C U I S I N E . . . .
. . . X . A . . . . . . .
. . . . . L . . . . . . .
. . . . . O . . . . . . .
. . . . . N . . . . . . .
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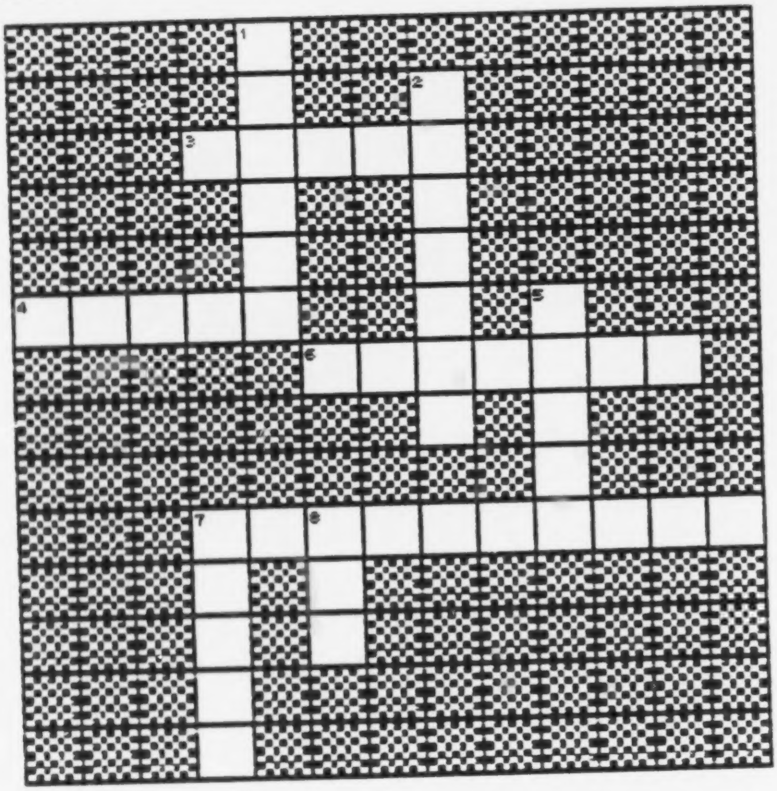
A LA MAISON



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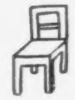

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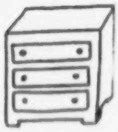

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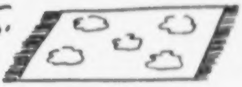

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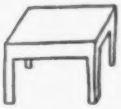

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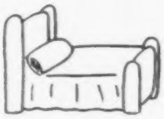

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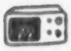

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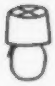

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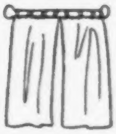

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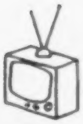
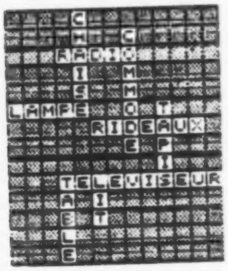


BEST COPY AVAILABLE

A LA MAISON



				C								
				H			C					
			R	A	D	I	O					
				I			M					
				S			M					
L	A	M	P	E			O		T			
					R	I	D	E	A	U	X	
							E		P			
									I			
			T	E	L	E	V	I	S	E	U	R
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			B		T							
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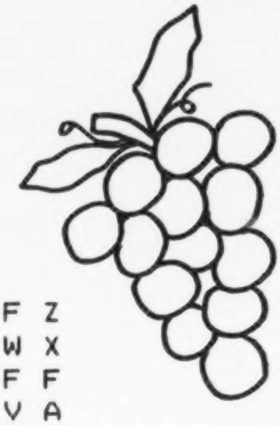

ALLONS DEJEUNER!

A R V E Q S U I T G F T X M J F Z
Y C Y Z C X Q G I B P O M M E W X
V C A V L X S A L A A M P K F F F
C V X F L K M A D S O A D H R V A
B N M E M R C W C O U T E A U E W
I D W Z Z E B A N A N E J W I R L
D Q P C L L E U B I S C U I T R A
B S R Y Q S O I A S S I E T T E I
L Y R G B G L A C E Q I N F W N T
I Q N J O L F O U R C H E T T E U
O R A N G E W C I V C A R O T T E
A O M H W G V L L I E N F O A U N
K A X P O U I H L E W V D G S N C
S W F R O M A G E T O J G M S U A
O M L A D E N V R T U D T Y E K P
R P A I N V D S E E L G F B Y G P
M A I S E W E C T P T U H I A D D
U V T I C X Q F A V Q A I G L V A
V Y V N J B D F E J M S V I O L O

Cherche ces mots:

FOURCHETTE
ASSIETTE
BISCUIT
VIANDE
LEGUME
BANANE
GLACE
PAIN

SERVIETTE
DEJEUNER
FROMAGE
TOMATE
RAISIN
VERRE
POMME
LAIT

CUILLERE
COUTEAU
CAROTTE
LAITUE
ORANGE
TASSE
FRUIT
MAIS

Answer Key for:

ALLONS DEJEUNER!

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. . . . . . . . . . . T . . . . .
. . . . . . . . . . P O M M E . .
. . . . . . . . . . . M . . F . .
. . . . . . . . . . . A D . R V .
. . . . . . . . C O U T E A U E .
. . . . . . B A N A N E J . I R L
. . . . . . . . B I S C U I T R A
. . . . . . . . A S S I E T T E I
. . . . . G L A C E . . N . . . T
. . . . . L F O U R C H E T T E U
O R A N G E . . I V C A R O T T E
. . . . . G V . L I . . . . A . .
. . . . . U I . L E . . . . S . .
. . F R O M A G E T . . . . S . .
. . L A . E N . R T . . . . E . .
. P A I N . D . E E . . . . . . .
M A I S . . E . . . . . . . . . .
. . T I . . . . . . . . . . . . .
. . . N . . . . . . . . . . . . .
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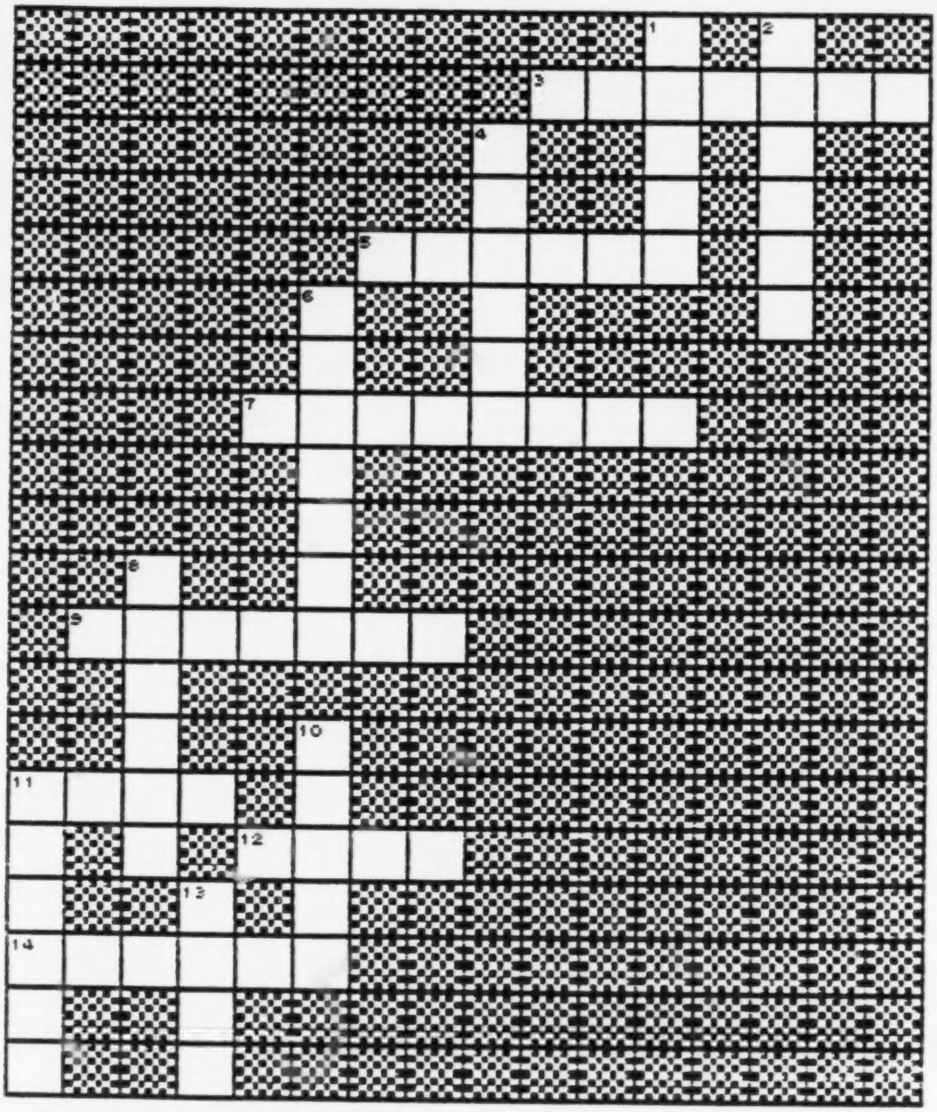
ALLONS DEJEUNER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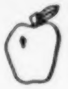
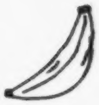
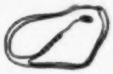
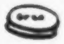
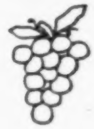
Verticalement

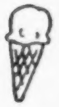
1 

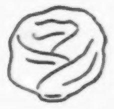
2 

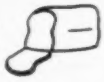
4 

6 

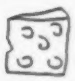
8 

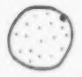
10 

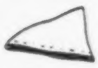
11 

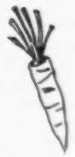
13 

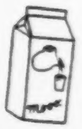
Horizontalement

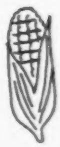
3 

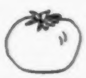
5 

7 

9 

11 

12 

14 

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ALLONS DEJEUNER

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									F	R	O	M	A	G	E
								V			M		N		
								I			M		A		
						O	R	A	N	G	E		N		
					B			N					E		
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					C										
					U										
		R			I										
	C	A	R	O	T	T	E								
		I													
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L	A	I	T		L										
A		N		M	A	I	S								
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T	O	M	A	T	E										
U			I												
E			N												